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ABSTRACT

Data for this 1975-76 annual evaluation report on the Bilingual Education for Choctaws of Mississippi (BECOM) project are drawn from the Evaluation Design for 1975-76 and from formal and informal assessments. The first chapter of this report provides an overview of the setting in which the BECOM program operates (located on the Mississippi Choctaw reservation, the project includes seven rural Choctaw communities and six Bureau of Indian Affairs operated community schools involved in an incremental K-3 bilingual program). The second chapter provides an outline of the goals and objectives of the program (basic instruction in the native language; instruction in English as a Second Language; positive self-concept building via cultural heritage; a cadre of bilingual teachers; inservice and preservice training for Anglo teachers; bilingual instructional materials; and parent, teacher, and school communicative processes). The third chapter is a detailed discussion of the accomplishments, failings, and resultant progress of the first year of the project. Individual components (materials development, classroom instruction, parent-community involvement, and training and project management) are discussed descriptively and inferentially. The fourth chapter details the interaction between BECOM and other educational programs on the reservation. (JC)

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BILINGUAL EDUCATION for CHOCTAWS of MISSISSIPPI

Annual Evaluation Report

FY 75-76

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ANNUAL EVALUATION REPORT

FY 75-76

Bilingual Education for Choctaws of Mississippi

OEG 007507164

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September, 1976

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INTRODUCTION

In evaluating the progress and effectiveness of an educational program at year's end requires a statement of its goals and a description of the setting in which it operated, in addition to the evaluation of the progress of the program toward meeting those goals. Furthermore, since no educational program is static, a description of the development nature of the program is essential in providing a comprehensive view.

The first chapter provides an overview of the setting in which the Choctaw Bilingual Education Program operates. The geographic, demographic, educational and operational background is examined, providing a framework in which the evaluation can be interpreted.

The second chapter provides an outline of the goals and objectives of the program. The reader should gain from that discussion an understanding of the goals of the program and its role in causing educational change to happen in Choctaw schools.

The third chapter is a detailed discussion of the accomplishments, failings, and resultant progress of the first year of this project. Individual components of the program will be discussed both discriptively and inferrentially. One can pay particular attention to the component that most interests him and concerns his needs.

The fourth chapter details the interaction between BECOM and other educational programs on the Choctaw reservation.

Data for this evaluation is drawn from the implementation of the Evaluation Design for 75-76 and the analysis of the data collected through that design. Additionally, formal and informal assessments were made, particularly in the area of materials development. All data analysis was accomplished with the assistance of Dr. Paul Liberty, Project Evaluation Consultant. Statistical programs DISTAT, FACTOR, and Multiple Regression at the University of Texas at Austin were employed.

EDUCATIONAL SETTING

The Locale:

The Bilingual Education for Choctaws of Mississippi (BECOM) Project is located on the Mississippi Band of Choctaws reservation. The reservation itself comprises acreage surrounding seven rural Choctaw communities in Neshoba, Leake, Newton and Jones Counties in East Central Mississippi. Additional Mississippi Choctaws live in other communities throughout eastern Mississippi and western Alabama. A demographic survey[1] completed in 1974 indicated that a total of more than 3,700 Choctaws live in or near these seven reservation communities. Choctaw children from these communities attend six BIA operated community schools. One school is located in each of the following communities: Red Water, Red Water Day School (Grades K-7); Standing Pine, Standing Pine Day School (Grades K-6); Bogue Chitto, Bogue Chitto Boarding School (Grades K-7); Conehatta, Conehatta Boarding School (Grades K-8); Tucker, Tucker Day School (Grades K-5); Pearl River, Choctaw Central School (Grades K-12). No school is located in Bogue Homa, the most distant community. That 1974 survey further revealed that greater than 77% of the adult Choctaw people had not completed high school, with 26.75% having 3 or less years of schooling. Much of this population is employed in agriculture (8.9%), as unskilled laborers (21.6%) or are unemployed (26.9%). Median per capita income is estimated by Spenser, Peterson and Kim to be $830.00 and 772 (out of 912) families receive public assistance from either the BIA or the State. A recent survey indicated that 83.4% of the families of elementary children speak Choctaw greater than 90% of the time in the home.

Needs Assessment:

Academic Achievement

The following table presents the Metropolitan Achievement Test results for years prior to school year 75-76, the first year of implementation of the BECOM Project. This data was gathered from BIA educational records. Data missing in the tables reflects data missing from those BIA files.

Prior to the development and implementation of the BECOM Evaluation Design for FY 75-76, no evaluation of academic progress or school program effectiveness was being conducted by either the BIA or any of the supplementary educational programs.

[1] Spenser, B., J. Peterson and C. Kim. 1975. Choctaw Manpower Survey, 1974. Mississippi Band of Choctaw Indians: Philadelphia, MS.

Kindergarten (Test Name: Metropolitan Readiness Test)

1972 - no data
1973 - no data
1974 - no data
1975 - (administered, April, 1975) n = 66, $\bar{X}$ = 58.66

1st Grade (Test Name: Metropolitan Achievement Test, Primary I)

1972 - no data
1973 - no data
1974 - no data
1975 - (administered, April, 1975)

Reading Subtest	Math Subtest
n = 68	n = 62
$\bar{X}$ = 1.7	$\bar{X}$ = 1.4
G.E.	G.E.
$\bar{X}$ = 37	$\bar{X}$ = 34
S.S.	S.S.

2nd Grade (Test Name: Metropolitan Achievement Test, Primary II)

1972 - (administered, March, 1972)

Reading Subtest	Math Subtest
n = no data	n = no data
$\bar{X}$ = 1.2	$\bar{X}$ = 1.2
G.E.	G.E.
$\bar{X}$ = 22	$\bar{X}$ = 29
S.S.	S.S.

1973 - (administered, April 1973)

Reading Subtest	Math Subtest
n = 90	n = 81
$\bar{X}$ = 2.1	$\bar{X}$ = 2.3
G.E.	G.E
$\bar{X}$ = 45	$\bar{X}$ = 51
S.S.	S.S.

1974 - no data

1975 - (administered, April, 1975)

Reading Subtest	Math Subtest
n = 112	n = 114
$\bar{X}$ = 2.1	$\bar{X}$ = 2.1
G.E.	G.E.
$\bar{X}$ = 45	$\bar{X}$ = 48
S.S.	S.S.

3rd Grade (Test Name: Metropolitan Achievement Test, Primary II)

1972 - (administered, March, 1972)

Reading Subtest	Math Subtest
n = no data	n = no data
$\bar{X}$ = 2.0	$\bar{X}$ = 2.4
G.E.	G.E.
$\bar{X}$ = 43	$\bar{X}$ = 53
S.S.	S.S.

1973 - (administered, April, 1973)

Reading Subtest	Math Subtest
n = 62	n = 59
$\bar{X}$ = 2.3	$\bar{X}$ = 2.4
G.E.	G.E.
$\bar{X}$ = 48	$\bar{X}$ = 53
S.S.	S.S.

1974 - no data

1975 - (administered, April, 1975)

Reading Subtest	Math Subtest
n = 60	n = 60
$\bar{X}$ = 2.3	$\bar{X}$ = 2.5
G.E.	G.E.
$\bar{X}$ = 48.13	$\bar{X}$ = 52.43

As the BIA lacks a measurement and evaluation program necessary to generate comprehensive and valid test results which can be utilized for the determination of baselines for the BECOM Project, the BECOM Project developed an evaluation design in 75-76 to collect valid baseline data. That process necessitated the administration of the Metropolitan Achievement Tests in the Fall of 1975 as a test of validity of prior test results. Data from that testing will furthermore serve as inferential baseline data for longitudinal comparison study. Those results are presented below:

Kindergarten - (Test Name: Metropolitan Readiness Test)

1975 - (administered, October, 1975)

n = 91
$\bar{X}$ = 37.40

1st Grade - (Test Name: Metropolitan Achievement Test, Primer)

Reading Subtest	Math Subtest
n = 81	n = 81
$\bar{X}$ = 29.96	$\bar{X}$ = 24.39
S.S.	S.S.

(G.E. scores are not available for Primer)

2nd Grade - (Test Name: Metropolitan Achievement Test, Primary I)

1975 - (administered, September, 1975)

Reading Subtest	Math Subtest
n = 67	n = 67
$\bar{X}$ = 1.2 G.E.	$\bar{X}$ = 1.5 G.E.
$\bar{X}$ = 23.32 S.S.	$\bar{X}$ = 38.73 S.S.

3rd Grade - (Test Name: Metropolitan Achievement Test, Primary II)

1975 - (administered, September, 1975)

Reading Subtest	Math Subtest
n = 89	n = 89
$\bar{X}$ = 2.5 G.E.	$\bar{X}$ = 2.1 G.E.
$\bar{X}$ = 48.91	$\bar{X}$ = 46.49

Furthermore, the Metropolitan Achievement Tests were administered during April, 1976 to provide baseline data from the end of year 1 and to provide a comparison with prior and prior years.

Kindergarten - (Test Name: Metropolitan Readiness Test)

n = 86
$\bar{X}$ = 56.7

1st Grade - (Test Name: Metropolitan Achievement Test, Primer)

Reading Subtest	Math Subtest
n = 65	n = 65
$\bar{X}$ = 31.8	$\bar{X}$ = 35.4

2nd Grade - (Test Name: Metropolitan Achievement Test, Primary I)

Reading Subtest	Math Subtest
n = 61	n = 59
$\bar{X}$ = 1.7 G.E.	$\bar{X}$ = 1.8 G.E.
$\bar{X}$ = 38.7 S.S.	$\bar{X}$ = 43.5 S.S.

3rd Grade - (Test Name: Metropolitan Achievement Test, Primary II)

Reading Subtest	Math Subtest
n = 97	n = 94
$\bar{X}$ = 2.2 G.E.	$\bar{X}$ = 2.4 G.E.
$\bar{X}$ = 47.7 S.S.	$\bar{X}$ = 54.5 S.S.

This comparison (October 75 with April 76) indicates a net decrease in academic achievement for grades K and 3 (the only grades for which such a comparison is possible). Several factors contribute to this situation:

For Kindergarten -

Kindergarten instruction is in Choctaw (as per program design) with beginning ESL, how the MAT is in English.

For Third Grade -

Third Grade instruction (except ESL) was not under the BECOM program, thus the decrease indicates overall ineffectiveness of the BIA classroom. The inclusion of 30 minutes/day three times a week of ESL alone is insufficient to cause positive changes in academic achievement.

Below is a comparison of the results for grades K and 3 between Spring 1975 and Spring 1976:

Kindergarten (Metropolitan Readiness Test)

1975	1976
n = 66	n = 86
$\bar{X}$ = 58.667	$\bar{X}$ = 56.7

3rd Grade (Metropolitan Achievement Test, Primary II)

Reading Subtest

1975	1976
n = 60	n = 97
$\bar{X}$ = 2.3 G.E.	$\bar{X}$ = 2.3 G.E.
$\bar{X}$ = 48.13 S.S.	$\bar{X}$ = 47.7 S.S.

Math Subtest

1975	1976
n = 60	n = 94
$\bar{X}$ = 2.5 G.E.	$\bar{X}$ = 2.5 G.E.
$\bar{X}$ = 54.06 S.S.	$\bar{X}$ = 54.5 S.S.

From this (and other) data several conclusions can be drawn concerning education in the Choctaw schools prior to the implementation of the BECOM Project:

- a cumulative deficit effect is in evidence; children seem to fall further behind the longer they are in school
- English reading as measured by the MAT lags further behind than does math, indicating that language is a major factor contributing to educational failure

- greatest failure is in grades 2 and 3 where greater than 60% of the students are below grade level

- although net gains in educational achievement have been made since 1972, the percent of students below grade level in 1975 is virtually the same

- the changes from Spring 1975 to Spring 1976 can only be measured for grades K and 3, as prior to BECOM, the BIA administered the Primary I battery to grade 1 and the Primary II battery to both grades 2 and 3. Such administration without concern for use of the results clouded the description of children's educational development through the grades. The use of Primer battery in 1st grade, Primary I battery in Grade 2 and the use of Primary II battery in Grade III provides a more discriminating use of the MAT instruments and is advocated by BECOM.

English Proficiency

Prior to the BECOM Project, no attempt was made by the BIA to assess children's English proficiency. Several claims about the English level were made, however, but they were generally "most children speak English". The level of English proficiency with relationship to school achievement or classroom instruction was never considered. Thus, the BECOM project set out to assess children's English proficiency and provide baselines for the evaluation of the ESL phase of the BECOM project.

Three measures were devised for the use in the determination of children's English (or language) level. Initially, language dominance of Kindergarten children was measured using an instrument adapted from the Bilingual Syntax Measure (Choctaw translation of Spanish Subtest). A description of this instrument and its use can be found in the Interim Report, January 1976 (G007507164).

Results from assessing Kindergarten children with the language dominance instrument indicate:

n = 93
Choctaw Dominant = 83 (89.4%)
English Dominant = 2 (2.1%)
Bilingual = 6 (6.4%)
Others (includes non-veral, etc.) = 2 (2.1%)

Teachers and classroom aides assessed, utilizing BECOM developed criterion, the language proficiency of the children in their classroom. Purposes were to be made of this data: 1) a comparison of teacher aide ratings with the formal SWCEL scores; and 2) as a training tool for teachers to begin to heighten their awareness of children's language differences. Categories (0-4) correspond to the SWCEL groups.

The results of the administration of this measure are provided in the following tables.

The data indicates that teachers and aides, while they feel that many of the children have a high degree of facility with the English language speak Choctaw better, particularly in grades 2 and 3.

SURVEY OF LANGUAGE PROFICIENCY

SUMMARY SHEET

GRADE Kindergarten TOTAL NUMBER OF CHILDREN RATED 95

	CHOCTAW number of children rated as:					ENGLISH number of children rated as:					Which does the child know best?		
	0	1	2	3	4	0	1	2	3	4	Choctaw	English	Both
Choctaw Central (32)													
By Teacher	0	4	2	26	0	4	10	1	10	7	30	2	0
By Aide	0	4	2	26	0	2	9	0	10	11	30	2	0
Tucker (11)													
By Teacher	0	1	0	0	10	0	5	4	0	2	10	1	0
By Aide	0	0	2	3	6	5	1	2	1	2	10	1	0
Standing Pine (6)													
By Teacher	0	0	1	5	0	0	1	4	1	0	5	1	0
By Aide	0	0	0	1	5	0	5	1	0	0	6	0	0
Red Water (8)													
By Teacher	1	1	1	3	2	1	3	2	0	2	6	1	1
By Aide	0	1	1	0	6	0	1	3	3	1	6	1	1
Bonehatta (20)													
By Teacher	0	0	0	1	19	0	8	12	0	0	20	0	0
By Aide	0	0	0	3	17	0	10	10	0	0	20	0	0
Bogue Chitto (18)													
By Teacher	0	0	0	16	2	1	9	6	3	0	18	0	0
By Aide	1	10	0	7	0	2	9	4	3	0	18	0	0
TOTAL (95)													
By Teacher	1	6	4	51	33	8	36	28	14	11	89	5	1
By Aide	1	15	5	40	34	9	35	20	17	14	90	4	1

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SURVEY OF LANGUAGE PROFICIENCY

SUMMARY SHEET

GRADE 1st Grade TOTAL NUMBER OF CHILDREN RATED 67*

	CHOCTAW number of children rated as:					ENGLISH number of children rated as:					Which does the child know best?		
	0	1	2	3	4	0	1	2	3	4	Choctaw	English	Both
Choctaw Central (14)*													
By Teacher	0	0	0	0	14	5	0	3	2	4	14	0	0
By Aide	0	0	0	0	14	5	0	3	2	4	14	0	0
Tucker (8)													
By Teacher	0	0	0	1	7	0	0	4	2	2	8	0	0
By Aide	0	0	0	0	8	0	2	1	4	1	8	0	0
Standing Pine (9)													
By Teacher	0	0	0	6	3	0	0	6	3	0	7	0	2
By Aide	0	0	0	0	9	0	4	5	0	0	9	0	0
Red Water (9)													
By Teacher	0	1	1	4	3	0	2	0	4	3	3	0	6
By Aide	0	1	0	0	8	0	1	3	2	3	9	0	0
Conehatta (13)													
By Teacher	0	0	0	0	13	0	1	3	9	0	13	0	0
By Aide	0	0	0	3	10	0	2	4	3	4	13	0	0
Pogue Chitto (14)													
By Teacher	0	0	0	1	13	0	2	3	6	3	13	0	1
By Aide	0	0	0	12	11	0	2	3	7	2	13	0	1
TOTAL (67)													
By Teacher	0	1	1	12	53	5	5	19	26	12	58	0	9
By Aide	0	1	1	5	60	5	11	19	18	14	66	0	1

*This does not include the 1st grade classroom (Prince) at Choctaw Central.

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SURVEY OF LANGUAGE PROFICIENCY

SUMMARY SHEET

GRADE 2nd TOTAL NUMBER OF CHILDREN RATED 67

	CHOCTAW number of children rated as:					ENGLISH number of children rated as:					Which does the child know best?		
	0	1	2	3	4	0	1	2	3	4	Choctaw	English	Both
Choctaw Central (25)													
By Teacher	2	1	0	6	16	0	0	0	4	21	21	4	0
By Aide	0	4	0	0	21	0	2	15	4	4	21	4	0
Tucker (5)													
By Teacher	0	0	0	0	5	0	0	0	5	0	5	0	0
By Aide	0	0	0	0	5	0	1	4	0	0	5	0	0
Standing Pine (6)													
By Teacher	0	0	0	4	2	0	0	0	3	3	3	3	0
By Aide	0	1	0	2	3	0	2	0	3	1	6	0	0
Red Water (12)													
By Teacher	0	0	0	0	12	0	1	6	2	3	11	1	0
By Aide	0	0	0	0	10	0	0	2	4	4	10	1	0
Conehatta (10)													
By Teacher	0	0	1	0	9	0	0	5	4	1	9	1	0
By Aide	0	0	0	0	10	0	0	2	4	4	10	0	0
Bogue Chitto (9)													
By Teacher	0	0	0	1	8	0	0	0	0	9	3	1	5
By Aide	0	0	0	0	9	0	0	0	3	6	5	4	0
TOTAL 67													
By Teacher	2	1	1	11	52	0	1	11	18	37	52	10	5
By Aide	0	5	1	2	59	0	5	30	16	16	58	9	0

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SURVEY OF LANGUAGE PROFICIENCY

SUMMARY SHEET

GRADE 3rd TOTAL NUMBER OF CHILDREN RATED 100

	CHOCTAW number of children rated as:					ENGLISH number of children rated as:					Which does the child know best?		
	0	1	2	3	4	0	1	2	3	4	Choctaw	English	Both
Choctaw Central(43)													
By Teacher	6	2	2	1	32	1	2	5	23	12	29	9	5
By Aide	4	2	2	0	35	1	2	15	11	14	30	10	3
Tucker (13)													
By Teacher	0	0	0	0	13	0	0	4	9	0	13	0	0
By Aide	0	0	0	0	13	0	2	2	3	6	13	0	0
Standing Pine(9)													
By Teacher	0	1	0	0	8	0	0	0	3	6	2	0	7
By Aide	0	0	0	5	4	0	0	2	5	2	9	0	0
Red Water (4)													
By Teacher	0	0	0	0	4	0	0	2	0	2	3	1	0
By Aide	0	0	0	3	1	0	0	1	1	2	2	2	0
Conehatta (19)													
By Teacher	0	0	1	0	18	0	0	1	5	13	17	2	0
By Aide	0	0	2	10	7	0	1	8	3	7	11	3	5
Bogue Chitto (12)													
By Teacher	0	0	0	0	12	0	0	0	0	12	0	0	12
By Aide	0	0	0	0	12	0	0	0	0	12	0	0	12
TOTAL 100													
By Teacher	6	3	3	1	87	1	2	12	40	45	64	12	24
By Aide	4	2	4	18	72	1	5	28	23	43	65	15	20

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SURVEY OF LANGUAGE PROFICIENCY

SUMMARY SHEET

GRADE K-3 TOTAL NUMBER OF CHILDREN RATED 329*

	CHOCTAW number of children rated as:					ENGLISH number of children rated as:					Which does the child know best?		
	0	1	2	3	4	0	1	2	3	4	Choctaw	English	Both
Kindergarten (95)													
By Teacher	1	6	4	51	33	6	36	28	14	11	89	5	1
By Aide	1	13	5	40	34	9	35	20	17	14	90	4	1
1st Grade (87)*													
By Teacher	0	1	1	12	53	5	5	19	26	12	58	0	9
By Aide	0	1	1	5	60	5	11	19	18	14	66	0	1
2nd grade (67)													
By Teacher	2	1	1	11	52	0	1	11	18	37	52	10	5
By Aide	0	5	1	2	59	0	5	30	16	16	58	9	0
3rd Grade (100)													
By Teacher	6	3	3	1	87	1	2	12	40	45	64	12	24
By Aide	4	2	4	18	72	1	5	28	23	43	65	15	20
By Teacher													
By Aide													
By Teacher													
By Aide													
TOTAL (329)													
By Teacher	9	11	9	75	225	12	44	70	98	105	263	27	39
By Aide	5	23	11	65	225	15	56	97	74	87	279	28	22

*[illegible] do not include the 1st grade class from [illegible] at [illegible] Central. [illegible]

If we compare the number of Kindergarten children classified as Choctaw dominant by the dominance test (32 [89.2%]) with the number rated as Choctaw dominant by the teachers (89 [93.6%]) or aides (90 [94.7%]) general agreement is found: most of the school population is not English speaking. Furthermore, this comparison indicates that both teachers and aides are good determiners of the language dominance of their pupils. The question of their ability to assess language proficiency is not approached by this statistic, however.

In November, 1975, the SWCEL Test of Oral English Proficiency was administered to 319 pupils in attendance in grades K-3 in the Choctaw schools.

The SWCEL is composed of three subtests. One deals with vocabulary, one with pronunciation and one with English syntax. The total instrument is individually administered, requiring about 15 minutes per child. Children are required to identify 24 three-dimensional objects and the labels for these items serve as the stimuli for the pronunciation subtest. The syntactic structures subtest is composed of a series of pictures, controlled to elicit a restricted set of structural responses.

The administration of the instrument was tape recorded and scored at a later date by members of the BECOM staff. Test, retest reliability is .903. Test examiners were trained over the course of three days and attained a proficiency level that insured uniformity between examiners. Test administration was routinely monitored to insure uniformity. Test scorers were trained and the congruency level between scorers was .95. Final computations were accomplished, using SWCEL methodologies, by the Measurement and Evaluation Center at the University of Texas.

The SWCEL has a maximum score of 226 (Vocabulary, 24; Pronunciation, 31; and Structure, 171). As the test is designed not to produce either grade equivalencies or national norms, no normative data exists for the test. All scores then are raw scores. The test is designed to accompany oral English programs and to provide those programs with formative and summative data. The test is used by BECOM for those purposes.

School Means:

	Vocabulary	Pronunciation	Structure	Total
Kindergarten				
Choctaw Central	17.46	24.26	27.75	69.37
Conehatta	13.58	21.88	9.74	44.94
Bogue Chitto	12.53	20.70	8.73	41.96
Tucker	18.09	25.22	39.72	83.04
Standing Pine	18.00	24.40	25.80	68.02
Red Water	13.42	19.35	24.85	57.64
All Schools	15.55	22.81	21.79	60.16
1st Grade				
Choctaw Central	20.06	27.03	53.72	100.82
Conehatta	18.42	24.46	10.35	53.25
Bogue Chitto	17.75	24.75	10.35	68.83
Tucker	20.16	26.58	40.50	87.25
Standing Pine	19.44	23.83	35.00	78.27
Red Water	20.33	25.72	46.66	92.72
All Schools	19.39	25.68	37.93	83.01
2nd Grade				
Choctaw Central	21.41	27.45	48.62	97.50
Conehatta	20.80	26.35	36.30	83.45
Bogue Chitto	19.00	25.86	27.09	71.95
Tucker	21.00	27.62	39.25	87.87
Standing Pine	21.00	26.50	62.00	109.50
Red Water	20.09	24.72	43.81	88.63
All Schools	20.63	26.49	43.01	90.14
3rd Grade				
Choctaw Central	21.87	28.12	77.87	127.87
Conehatta	21.87	26.92	65.05	113.76
Bogue Chitto	19.61	27.03	40.15	86.80
Tucker	21.25	27.62	56.87	105.75
Standing Pine	20.87	25.68	52.62	99.18
Red Water	21.00	26.37	65.75	112.12
All Schools	21.35	27.38	65.20	113.94

For descriptive purposes, the total score ranges can be broken into five groups:

Group I - Total scores from 0 - 100. This group includes children with little or no knowledge of English. Test points come largely from the vocabulary and pronunciation subtests, where points can be gained by repeating the test item correctly. However, speakers in this category often have difficulty comprehending the test items. Consequently, attempts at spontaneous elicitations are often met with silence or gestures (pointing, nodding, etc.). Children in the upper range of this group may score a few points by repeating a few structures (usually single words or phrases) after the examiner resorts to the prompting device in order to get some kind of response. Children scoring close to 100 may be capable of producing well-formed sentences, but these probably will occur sporadically, alternating with a variety of ungrammatical sentences. It is possible that this category may occasionally include a child who is a better speaker than his test score indicates. This is because that child is exceedingly shy and the child simply will not respond because of the strangeness of the testing situation.

Group II - Scores 101 - 150. This group includes a wide range of non-standard speakers and for descriptive purposes will be reported as two.

Group IIa - Scores between 101 - 130. Speakers in this group have difficulty comprehending many of the test items. However, they are sufficiently in control of the language to communicate using poorly formed synatactic constructions. Although these children may occasionally produce good phrases and simple sentences, they generally will fail to provide a noun with the proper preceeding article, be unable to manage agreement between subject and verb because of inability to make appropriate coorelation between person, number, gender, and subject-object forms for pronouns and will have difficulty distinguishing between singular and plural forms of nouns.

Group IIb - Scores between 131 - 150. Speakers in this group both comprehend and respond to test items better than those in Group IIa. However, they often do not respond without the use of one of the prompting procedures. Although they tend to use a large number of poorly formed constructions, especially pupils toward the lower end of the range, these deviant forms will alternate with their well formed counterparts. Perhaps their language state could be best described as being in a state of flux. Thus, while they will continue to make the same kinds of mistakes, they will not make them so frequently.

Group III - Scores between 151 - 170. Speakers in this group are competent speakers of English. They both comprehend and respond to the test items. Their syntactic lapses are relatively minor and are of the type that may persist into adult speech, marking those speakers as slightly deviant from standard English.

Group IV - Scores between 171 and 226. Those in this range are excellent speakers whose command of English either eliminates the need for an ESL program or requires some other form of English Language Arts. Syntactic lapses from this group are infrequent and similar to those of standard English speakers.

Using the grouping of test results described above, we find the following score distributions.

	K	1	2	3	Total
Group I	71 (85.5%)	58 (73.4%)	41 (61.1%)	31 (34.1%)	201 (63.0%)
Group IIa	10 (12.0%)	14 (19.2%)	18 (27.3%)	30 (33.0%)	72 (22.6%)
Group IIb	1 (1.2%)	3 (3.8%)	4 (6.0%)	15 (16.5%)	23 (7.2%)
Group III	1 (1.2%)	1 (1.3%)	3 (4.5%)	9 (9.9%)	14 (4.4%)
Group IV	0 (0.0%)	3 (3.8%	0 (0.0%)	6 (6.6%)	9 (2.8%)
	83 (100%)	79 (100%)	66 (100%)	91 (100%)	319 (100%)

A comparison between the teachers aides ratings of children's English proficiency with the results of the SWCEL was made. This comparison indicates clearly that the teachers and aides overestimate the English proficiency of the students in their classes. The following table presents those comparisons:

Group I:

	K	1	2	3	Total
SWCEL	85.5%	73.4%	62.1%	34.1%	63.0%
Teachers	6.0%	7.5%	0.0%	1.0%	3.6%
Aides	9.4%	7.5%	0.0%	1.0%	4.5%

Group IIa:

SWCEL	12.0%	19.2%	27.3%	33.0%	22.6%
Teachers	37.9%	7.5%	1.5%	2.0%	13.3%
Aides	36.8%	16.4%	7.5%	5.0%	17.0%

Group IIb:

SWCEL	1.2%	3.8%	6.0%	16.5%	7.2%
Teachers	29.5%	28.4%	16.4%	12.0%	21.2%
Aides	21.1%	28.4%	44.8%	28.0%	29.4%

Group III:

SWCEL	1.2%	1.3%	4.5%	9.9%	4.4%
Teachers	14.7%	38.8%	26.9%	40.0%	29.7%
Aides	71.9%	26.9%	23.9%	23.0%	22.4%

Group IV:	K	1	2	3	Total
SWCEL	0.0%	3.8%	0.0%	6.6%	2.8%
Teachers	11.6%	17.9%	55.2%	45.0%	31.9%
Aides	14.7%	20.9%	23.9%	43.0%	26.4%

These results indicate (for Kindergarten) that while the SWCEL placed 85.5% of the children in Level I the teachers placed only 6% of the students in that level. The teachers are thus overestimating the English abilities of the children. In the other grades similar situations occur.

Additionally, when the teachers ratings and the child's performance on subtests one and two (Vocabulary and Pronunciation) were compared we find that the correlation is .8632 and .7641, respectively. Thus, the evidence indicates that the children's English proficiency is assessed by the teacher in terms of the child's ability to pronounce English words or to label in English certain objects. Linguists, however, maintain that the ability to generate sentences actually (measured by SWCEL, structure subtest) is a more realistic determiner of an individual's proficiency with English.

SCHOOL ENVIRONMENT

The six Choctaw schools are operated by the BIA utilizing BIA teachers. These schools are roughly 30 miles apart and are located in six of the seven Mississippi Choctaw communities.

Prior to 1974, all instruction in these schools was conducted in English with a periodic use of Choctaw translation for children with a rudimentary knowledge of English. This situation continues to exist in grades 4-12 in these schools. In grades K-3, however, instruction in the content areas is conducted by classroom aides in Choctaw utilizing a bilingual team-teaching approach.

The classrooms (grades K-3) are arranged utilizing the learning center concept. In each of these centers (staffed by both teachers and bilingual aides) content instruction takes place. Choctaw bilingual aides conduct the Choctaw reading and writing, language arts and content area instruction in each of the classroom. They furthermore share other classroom responsibilities with the classroom teacher. The materials utilized for all classroom instruction in Choctaw in these schools was developed and prepared by the BECOM program. Furthermore, the BECOM program has assumed the responsibility for all training of classroom aides. Other programs - including the BIA - demonstrate a hesitancy to provide any direct training, which would upgrade the classroom skills of Choctaw aides.

Additionally, enrichment and nutrition activities are provided under the direction of a Choctaw Follow Through Program. Below is an outline of the school day for the target 1st and 2nd grade at Conehatta Boarding School. Its schedule is typical of the schedule for all target classrooms.

SCHOOL Conehatta GRADE 1st & 2nd

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:10	Roll call & get ready for breakfast	Roll call & get ready for breakfast	Roll call & get ready for breakfast	Roll Call and get ready for breakfast	Roll call and get ready for breakfast
8:10 - 8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30 - 9:00	Captain Kangaroo or music or story	Captain Kangaroo or music or story	Captain Kangaroo or music or story	Captain Kangaroo or music or story	Captain Kangaroo or music or story
9:00 - 9:30	Committee	Committee	Committee	Committee	Committee
9:30 - 9:45	Committee	Committee	Committee	Committee	Committee
9:45 - 10:00	Recess	Recess	Recess	Recess	Recess
10:00 - 10:15	Continuation of 2nd Committee	Continuation of 2nd Committee	Continuation of 2nd Committee	Continuation of 2nd Committee	Continuation 2nd Committee
10:15 - 10:45	Committee	Committee	Committee	Committee	Committee
10:45 - 11:15	Committee	Committee	Committee	Committee	Committee
11:15 - 11:25	Get ready for lunch	Get ready for lunch	Get ready for lunch	Get ready for lunch	Get ready for lunch
:25 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:30	Sesame Street	Sesame Street	Sesame Street	Sesame Street	Sesame Street
12:30 - 1:00	Committee	Committee	Committee	Committee	Committee
1:00 - 1:45	Music	Library	Music	Bookmobile	Choice Time
1:45 - 2:00	Recess	Recess	Recess	Recess	Recess

SCHOOL Conehatta GRADE 1st & 2nd

	Monday	Tuesday	Wednesday	Thursday	Friday
2:00 - 2:30	Outside Activities	Outside Activities	Outside Activities	Outside Activities	Outside Activities
2:30 - 2:50	Snack	Snack	Snack	Snack	Snack
2:50 - 3:00	cleanup	cleanup	cleanup	cleanup	cleanup
3:00	dismiss	dismiss	dismiss	dismiss	dismiss

19

30

31

In January 1976, a census of the school population revealed 357 Choctaw students in grades K-3 (the target grades for BECOM). The chart below gives the breakdown of this population.

Choctaw Central		Conehatta	
Kindergarten	31	Kindergarten	20
1st Grade	30	1st Grade	12
2nd Grade	27	2nd Grade	11
3rd Grade	43	3rd Grade	19
	121		62

Bogue Chitto		Tucker	
Kindergarten	20	Kindergarten	12
1st Grade	15	1st Grade	7
2nd grade	15	2nd Grade	8
3rd Grade	18	3rd Grade	13
	68		40

Standing Pine		Red Water	
Kindergarten	6	Kindergarten	9
1st Grade	9	1st Grade	8
2nd Grade	5	2nd Grade	12
3rd Grade	9	3rd Grade	8
	29		37

Total	357

Of these, all but 8 (4.9%) are from limited English speaking (Choctaw-speaking) homes.

The parents of these children are quite horizontally mobile, particularyly between Choctaw communities. It is not uncommon for a child to attend 2 or more Choctaw schools during one school year. Such movement makes the coordination of children's learning particularly difficult. Under normal conditions, each school would provide a somewhat different program from other schools, however, with this mobility it is important that the bilingual program be consistantly implemented in each of the classrooms.

In the smaller schools, split or double classes are used. With this situation the determination of grade levels of material and the presentation of graded material becomes a problem. In order to insure that children in each of the grades in one of those classrooms receives the appropriate instruction, the use of aides assigned to each of the grades is required. Thus, rather than one aide for a K-1 classroom, it is necessary to have a First grade and a Kindergarten aide. For example, in a K-1 classroom, one aide to conduct the Kindergarten program and one aide to conduct the 1st Grade program. Below is a listing of the classrooms and their grade level during the school year 1975-76:

Kindergarten	3 classrooms
K-1	4 classrooms
Grade 1 only	2 classrooms
1-2	1 classroom
Grade 2 only	1 classroom
2-3	4 classrooms
Grade 3 only	3 classrooms

Total number of classrooms = 18

In the one aide per grade level solution is chosen, 27 bilingual aides should be utilized in the final program.

Classroom skills of personnel responsible for the implementation of Choctaw Bilingual Education:

The following present demographic information of the certified (classroom) teachers who participate in the bilingual program:

1) The total Number of Certified Teachers (Classrooms) Participating
18 (18)

2) The Number of Mississippi Choctaws
4

3) Number of Choctaw-English Bilingual Teachers
3

4) Number of Non-Choctaw (Anglo) Teachers
14 (14)

5) Mean Number of Years Experience in Choctaw Education
4.8 Years

6) Mean Number of Years Experience Teaching ESL
0.2 Years

7) Number of Teachers With Any (Prior to 1975-76) ESL Experience
2

The following represents the demographic information concerning the bilingual classroom aides who implement the Choctaw bilingual education program:

1) Total Number of Bilingual Aides
12

2) Number of Mississippi Choctaws
12

3) Number of Aides Who Are Choctaw-English Bilingual
12

4) Mean Number of Years Experience (as of September, 1975)

.6 Years

5) Number with High School Diploma or GED

12

6) Number with College Degree

0

Available Classroom Materials for Bilingual Education

Prior to the development of classroom materials for the implementation of a bilingual education program in the Choctaw schools there were the following materials available:

A. For Teaching English as a Second Language -

No Materials are available in the classroom for the systematic instruction of children in English as a Second Language.

B. For Providing classroom instruction in the content areas in Choctaw -

1. Books printed after 1859

a. Choctaw Bible (1850)
b. Choctaw Hymnal (1825)
c. Choctaw Reader (1835)
d. Choctaw Math Book (1835)
e. Choctaw Dictionary (1852)

2. Books printed after 1859 and before 1975

No educational materials in Choctaw were developed during this period.

At the close of the initial developmental year of Bilingual Education for Choctaws (1974-75) the following materials were available for classroom instruction:

A. For instruction in English as a Second Language:

1. No materials developed, sample ESL materials examined

B. For instruction in the content areas in Choctaw:

1. 30 Reading Reading Lessons
2. 12 Choctaw Reading Lessons (Grade 1)

The currently available materials are listed in Appendix B.

ATTITUDES OF SCHOOL PERSONNEL

In order to determine the attitudes and needs of school personnel a survey was designed by the BECOM Evaluator. This survey, administered during March, 1976, provided for closed responses to particular questions.

The questionnaire was mailed to each instructional and administrative person working within the Choctaw school system.

The respondants generally feel that the use of Choctaw in the classroom was worthwhile, however, they did not seem to understand the relationship between Choctaw instruction and ESL and the goals of the Bilingual Education.

The respondants generally felt that the Choctaw children were at or near grade level in Reading and Math, contrary to the results of the achievement testing.

Respondants felt that parental opinion was important in the development of a school program.

Suggestions:

- continue bilingual instruction utilizing bilingual aides
- continue aides in a teaching capacity in the classrooms
- provide more pre- and in-service training and orientation for teachers in ESL methodologies and bilingual education
- provide more training for aides in teaching methodologies
- provide more Choctaw instructional materials.

A quantified summary and analysis of variance of the responses to this survey can be found in Appendix G.

PARENTAL ATTITUDE TOWARD EDUCATION

The project evaluator felt that little about parents' attitudes toward the education of their children was known by either the project or the school system. So, he developed, with the project director, a "Parental Survey" in English and Choctaw. The purpose of the survey was to provide formative information that could be used to guide further development of the BECOM Project and inject community and parental desires into the school curriculum.

The project evaluator with the project director, trained classroom aides in the administration of the survey. In June 1976, aides surveyed the parents of children enrolled in Choctaw schools (grades K-3). 161 parents completed the survey, of a potential 205 parents. The survey was read to the parents in the home language of the parents and the responses were recorded. The quantitative results of this survey can be found in Appendix G. General narrative results are as follows:

- Parents felt that the education of their children was important
- Parents want to take an active part in the educational planning and implementation process
- Parents want schools to inform them of the school's program and their child's progress
- Parents feel that their children will learn when taught in Choctaw
- Parents want their children to read and speak Choctaw
- Parents felt that generally teaching their children in Choctaw helps them understand and learn.
- Parents want their children to be able to read, write and speak good English.

CONCLUSIONS BASED ON THE NEEDS ASSESSMENT:

There exists a need for an educational program in the Choctaw schools which:

1. Provides the children with appropriate instruction to acquire the reading skills necessary to be literate. Such a program would thereby upgrade their reading proficiency in both Choctaw and English.

2. Provides students with a program of systematic English as a Second Language instruction.

3. Provides a school curriculum which respects the linguistic and cultural heritage of the students.

4. Involves the parents of the children in the educational development process.

5. Provides training in bilingual teaching methodologies and strategies for both teachers and aides.

6. Develops classroom materials for instruction in Choctaw as well as English as a Second Language.

7. Provides a program which will allow the children to become aware of an operate in a bicultural situation.

8. Provides appropriate instruction which would upgrade the math skills of children attending Choctaw schools.

9. Provides a systematic evaluation program which will provide the bilingual program as well as the school system with the information and direction necessary for the development and implementation of a school curriculum which meets the educational needs of Choctaw children.

CHAPTER II

SCOPE OF THE PROGRAM

Program Goals

The Choctaw Bilingual Education Program (BECOM) is designed to provide training, materials and classroom implementation for a K-3 program of bilingual education in the BIA operated Choctaw schools. This program utilizes classroom teachers and BECOM bilingual aides in a team teaching approach to provide basic instruction (reading, writing, math, etc.) in Choctaw, systematic ESL instruction, bicultural education and other classroom educational activities which heighten the self-concept of the Choctaw children while increasing their academic achievement. The program is incremental in implementation, with the implementation of the K and 1 program during FY 75-76, the 2nd grade program in FY 76-77 and the implementation thus allowing for full implementation the following year. The project furthermore consists of a program for increasing the involvement of parents and community members in the development and operation of the project.

The terminal goals of the BECOM Project are as follows:

1) Provide basic instruction in the content areas in the native language of the child so that he does not become academically retarded while acquiring the second language.

2) Provide systematic instruction in English as a Second Language that will allow the child to swiftly and efficiently acquire English.

3) Build a positive self-concept in the children through the appropriate use of Choctaw tradition, culture and language.

4) Develop in the child an appreciation for and awareness of his native culture as well as the macro-culture surrounding him.

5) Train a cadre of bilingual teachers who have the skills necessary to implement and continue a program of bilingual education which meets the educational needs of Choctaw children.

6) Provide in-service and pre-service training for Anglo teachers that will enable them to operate in the team teaching bilingual classroom.

7) Develop instructional materials to be utilized in the implementation of bilingual education

8) Develop close communication between parents, teachers and the school -- particularly where teachers and parents are from different cultures and linguistic backgrounds.

Organization of Implementation

As the program operates in the BIA schools, utilizing BIA teachers, the close cooperation between the program and the BIA educational administration is crucial. BIA personnel must provide support and encouragement to classroom personnel if the educational goals of the program are to be accomplished. BIA school principals are responsible for the day to day operation of bilingual education in their schools, while the BIA school superintendent must retain certain responsibility for facilitating the overall success and implementation of the program in the classroom. BECOM personnel serve in developmental, training and advisory roles, however direct classroom supervision must remain with the BIA.

Classroom implementation occurs utilizing bilingual aides and classroom teachers in a team-teaching role. The curriculum of the BECOM program calls for the classroom teacher to be responsible for the English as a Second Language instruction in the classroom, while the bilingual aide has responsibility for instruction in the content areas in Choctaw. In those classrooms where the teacher is bilingual, this arrangement is somewhat less partitioned. Bilingual classroom aides provide basic instruction in Choctaw reading, Choctaw writing, Choctaw Reading Readiness, math, Language Arts, and social and cultural studies. Utilizing the learning center approach to classroom arrangement, the bilingual aide is responsible for at least one learning center while the classroom teacher is responsible for other learning centers in the classroom. Classroom planning and management must be a joint preocess involving both the aide and the teacher.

The target classrooms (all classrooms in K-3) utilize BECOM developed materials for basic instruction in Choctaw as no other Choctaw materials are available. ESL materials are provided to the classrooms through the BECOM project. Thus, under the orginal program design, all classroom instructional materials are to be developed and supplied by the BECOM Project.

CHAPTER III

EVALUATION OF PROJECT YEAR 75-76

The BECOM Project is divided into five components: Materials Development, Classroom Instruction, Parent-Community Involvement, Training and Project Management. Each of these components will be evaluated individually.

Materials Development

The development of bilingual classroom materials (both in Choctaw and for ESL instruction) is charged to the BECOM Project. Prior to that project no Choctaw educational materials were available. The BIA school system remains unwilling to expend funds for the purchase of commercially available ESL materials.

Project year 74-75 was spent in the basic establishment of the program. Very few materials were developed in that year for implementation during project year 75-76. Therefore, during the project year 75-76, materials for three grades (K, 1 & 2) were to be completed. The timelines in Table I presents the proposed plan for the development of classroom materials. This table furthermore indicates the various areas in which instructional materials are to be completed. It is to be noted that the development of these classroom materials is incremental, thus, allowin for the coordination of the materials across grades and subject matter areas.

Table 2 presents the materials development goals and accomplishments numerically. In this table, the number of scheduled and completed materials is represented Appendix B lists the title of all BECOM developed materials.

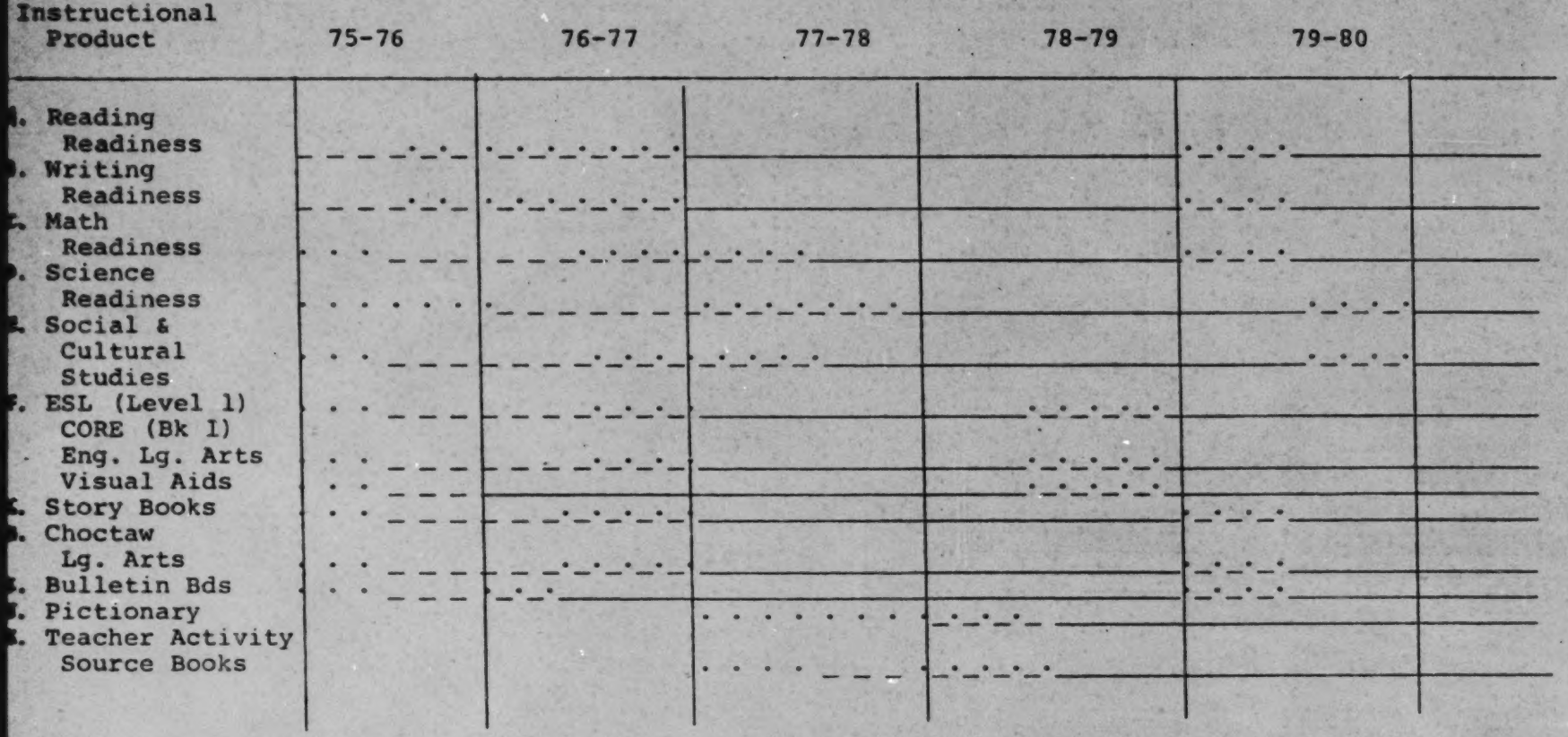
The completion of scheduled materials was delayed by two factors. During the course of the project year (November, 1975) the curriculum writer resigned his position. The delay in filling that position and orienting the new person to the tasks at hand caused a delay of over 2 months.

To assist in rectifying this situation, project linguists, internal evaluator, and project director assisted in the development of classroom materials. The development of classroom materials has been further delayed as the result of a lack of offic space and equipment to be accomplish the scheduled developmental activities.

As no measurement and evaluation instruments existed in Choctaw prior to the addition of the BECOM evaluator to the project staff, all Choctaw instruments were to be developed by that individual. During the course of FY 75-76, the instruments necessary to accomplish the evaluation design for FY 75-76 were developed and tested by the BECOM evaluator. The majority of these instruments and their technical data have been reported in the Interim Report, January 76. Appendix E presents a bibliography of the BECOM developed instruments and commercial instruments utilized.

OUTLINE OF TIMELINE FOR DEVELOPMENT, EVALUATION AND REVISION OF INSTRUCTIONAL MATERIALS

GRADE Kindergarten



Legend:

. . . . Inception & Initial Development

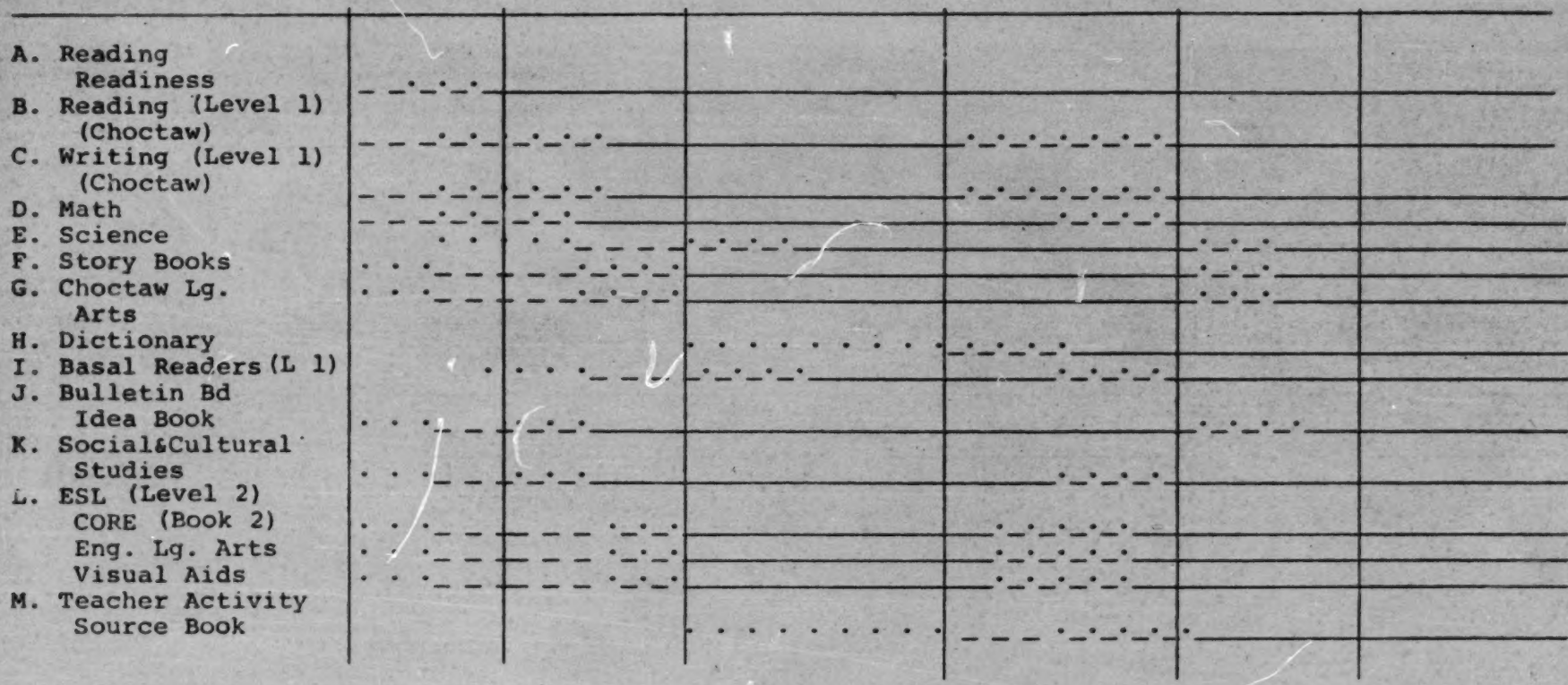
_ _ _ Controlled Implementation and Evaluation

_.-._. Refinement and Final Development

_____ Widespread Implementation

OUTLINE OF TIMELINE FOR DEVELOPMENT, EVALUATION AND REVISION OF INSTRUCTIONAL MATERIALS

GRADE First Grade



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. . . . . Inception & Initial Development

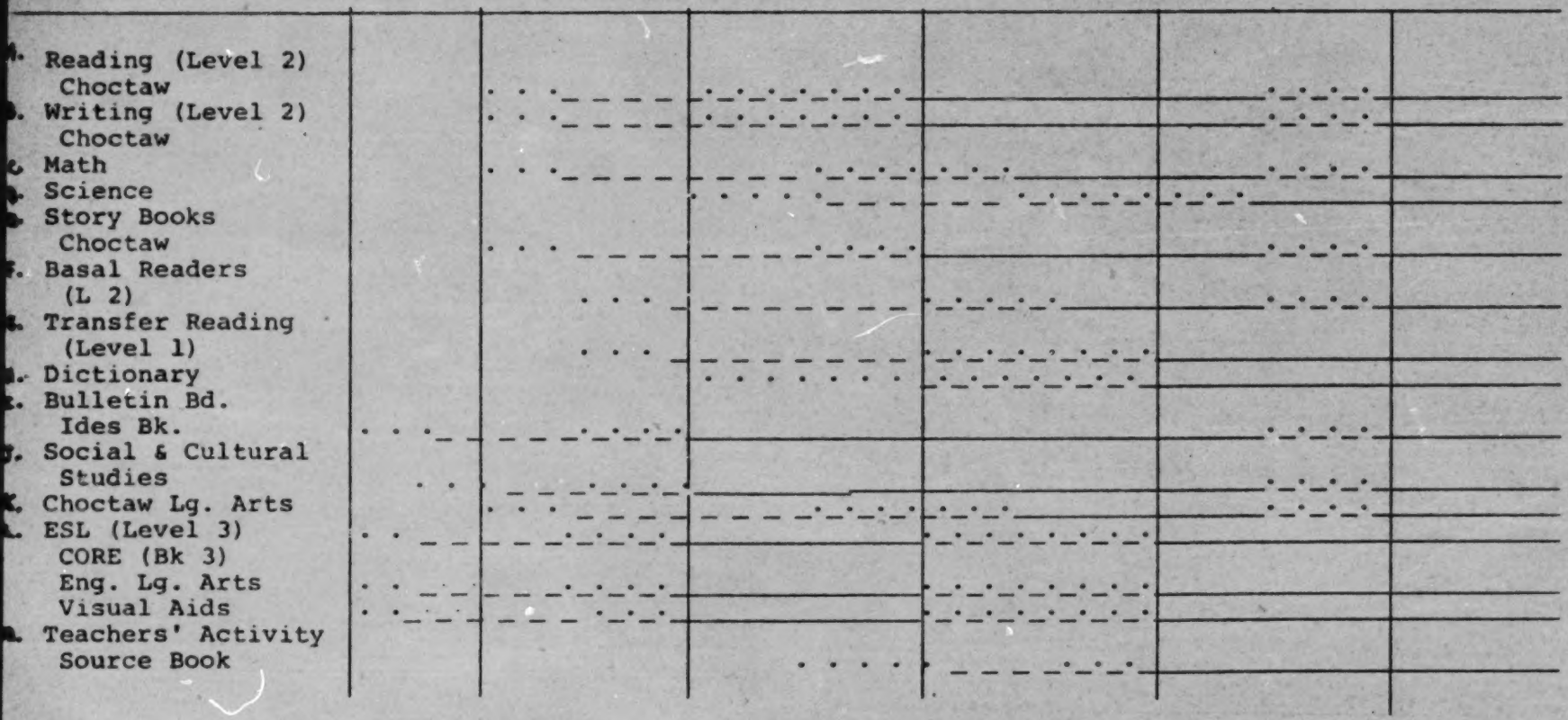
_ _ _ _ _ Controlled Implementation & Evaluation

·_·_·_·_·_ Refinement & Final Development

_____ Widespread Implementation

OUTLINE OF TIMELINE FOR DEVELOPMENT, EVALUATION AND REVISION OF INSTRUCTIONAL MATERIALS

GRADE Second Grade

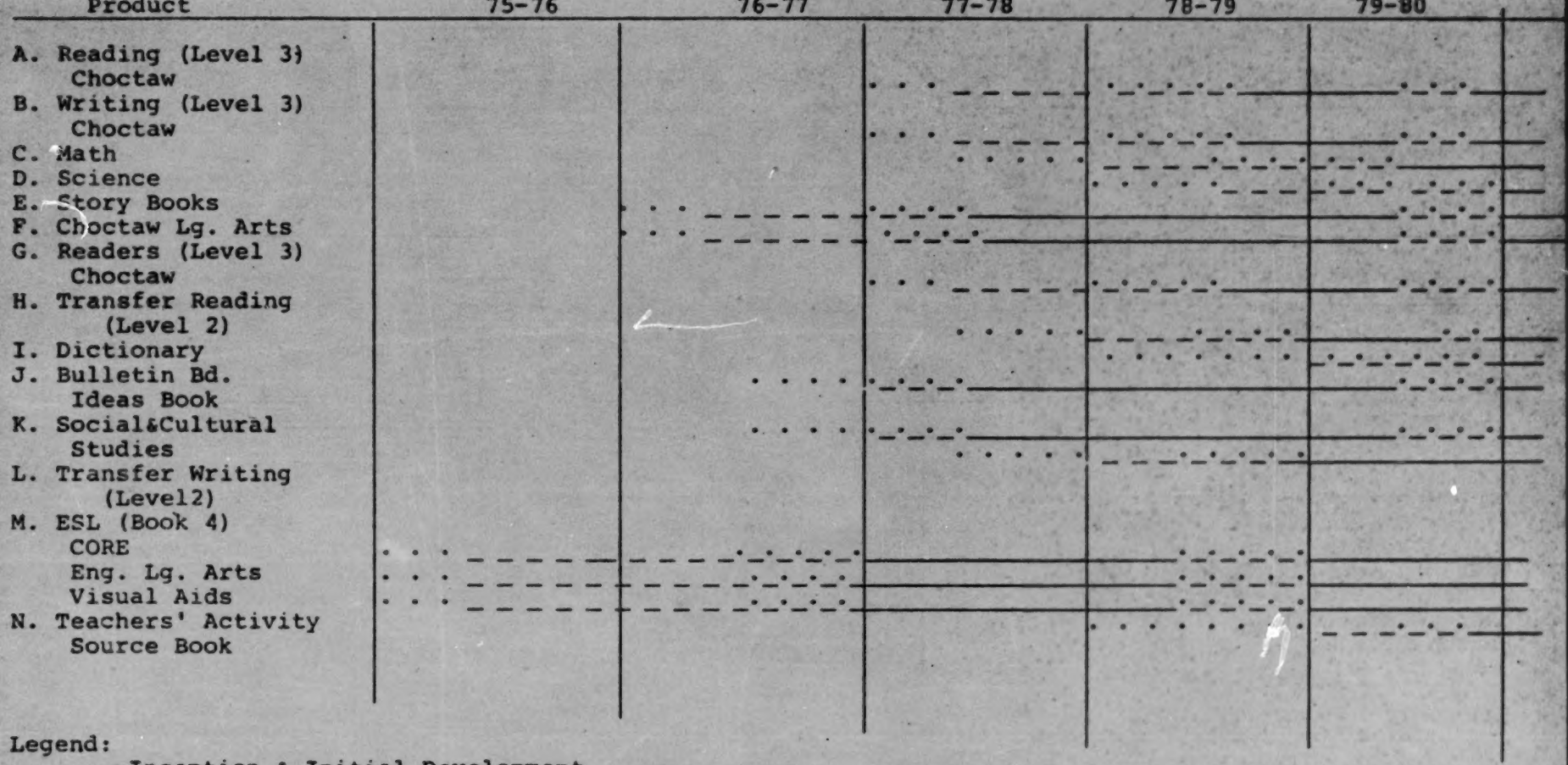


Legend:

. . . . Inception & Initial Development
_ _ _ _ Controlled Implementation & Evaluation
._._._. Refinement & Final Development
_____ Widespread Implementation

OUTLINE OF TIMELINE FOR DEVELOPMENT, EVALUATION AND REVISION OF INSTRUCTIONAL MATERIALS

GRADE Third Grade



Legend:

. . . . Inception & Initial Development

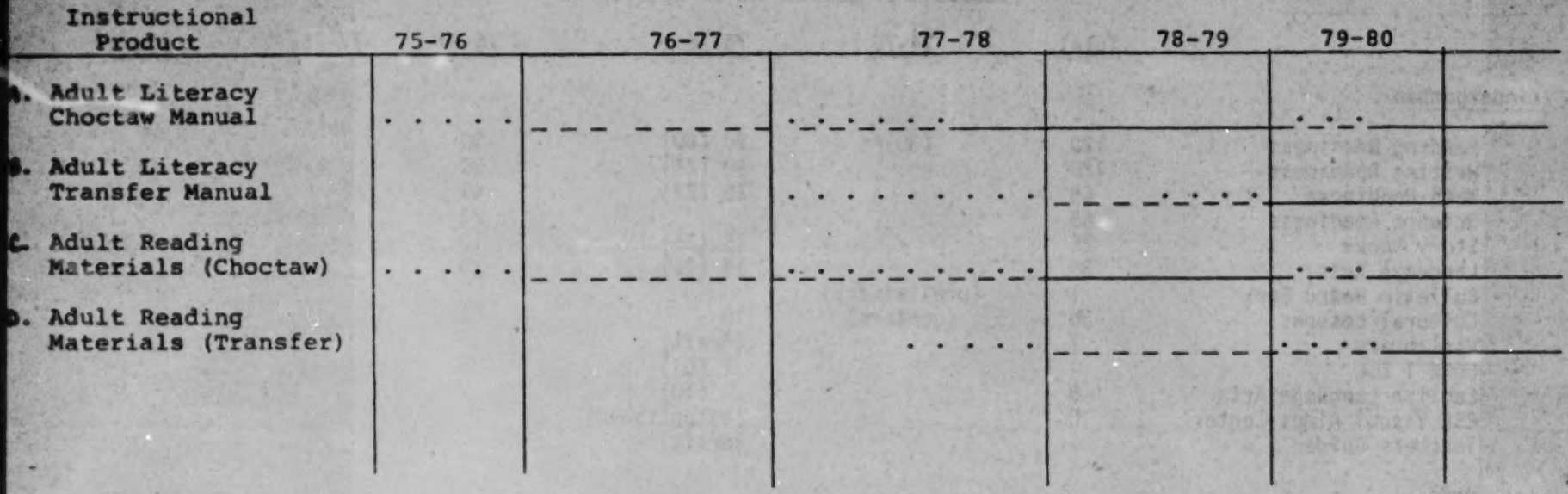
_ _ _ Controlled Implementation & Evaluation

_._._ Refinement & Final Development

_____ Widespread Implementation

OUTLINE OF TIMELINE FOR DEVELOPMENT, EVLAUATION AND REVISION OF INSTRUCTIONAL MATERIALS

GRADE Adult Literacy



Legend:

. . . . Inception & Initial Development

_ _ _ _ Controlled Implementation & Evaluation

_·_·_·_ Refinement & Final Development

_____ Widespread Implementation

TABLE 2

BECOM (TITLE VII) MATERIALS DEVELOPMENT

Schedule of Lessons to be Developed

	Total	74-75	75-76	76-77	77-78
Kindergarten					
Reading Readiness	120	(30)*	90 (80)	30	
Writing Readiness	120		90 (45)	30	
Math Readiness	65		20 (22)	45	
Science Readiness	65			20	
Story Books	25		15 (35)	10	
Language Arts	25		15 (25)	10	
Bulletin Board Book	1	(preliminary)			
Cultural Lessons	20	(centers)	10	10	
Pictionary	1		(draft)		1
CORE 1 ESL	1		1 (01)		
English Language Arts	0		(10)		
ESL Visual Aides Center	0		(established)		
Teachers Guide	1		(draft)		1
1st Grade					
Reading (Level 1)	30		30 (12)		
Writing (Level 1)	30		30 (12)		
Math	65		25	40	
Science	65		0	25	40
Story Books	25		10 (35)	10	5
Language Arts	25		15 (08)	10	
Dictionary (Level 1)	1		(draft)		1
Basal Readers (Level 1)	3			2	2
Bulletin Board Book	1	(preliminary)			
Cultural Lessons	20		10	10	
CORE 2	1		1 (01)		
English Language Arts	0		(10)		
ESL Visual Aides Center	0		(established)		
Teachers Guide	1		(draft)		1

*Indicates the number of lessons completed.

2nd Grade	Total	74-75	75-76	76-77	77-78
Reading (Level 2)	30		15	15	
Writing (Level 2)	30		15	15	
Math	65			15	30
Science	65			15	30
Story Books	25		(35)*	15	10
Language Arts	25		(10)	15	10
Basal Readers	4			2	2
Transfer Reading (L 1) Series				3	completed
Bulletin Board Book	1	(preliminary)			
Cultural Lessons	20	(centers)	10	10	
CORE 3	1		1 (01)		
English Language Arts	0		(10)		
ESL Visual Aides Center	0		(01)		
Teachers Guide			(draft)		

3rd Grade					
Reading (Level 3)	30			15	15
Writing (level 3)	30			15	15
Science	65			10	10
Math	65			10	10
Story Books	25		(35)	15	10
Language Arts	25		(10)	15	10
Basal Readers	4			2	2
Transfer Reading (L 2) Series				2	completed
Dictionary (C/E) (L 2 & 3)	1				
Cultural Lessons	20	(centers)			10
Transfer Writing (Level 1) Series				2	completed
CORE 4	1		1 (01)		
English Language Arts	0		(10)		
ESL Visual Aides Center	0		(established)		
Teachers Guide	1		(draft)		

*Indicates Lessons Completed

	Total	74-75	75-76	76-77	77-78
Adult Literacy					
Manual	1		1 (draft)		
Books	5	(2)	5 (3)		

* () Indicates Lessons or Materials Completed

The process of materials development has been evaluated from two positions. First, formative information was collected from classroom personnel concerning the classroom interes use, viability of the BECOM materials they use. Secondly, in order to ascertain the production effectiveness of various BECOM developed materials, a production analysis was conducted by the BECOM evaluator. In Tables 3-7. the results of the classroom evaluation of the BECOM materials is presented. In Tables 8 & 9, the cost analysis of two BECOM developed materials is presented.

The evaluation of Choctaw Writing Materials developed by BECOM was accomplished by classroom aides during May 1976. The Table below presents a summary of those evaluations.

TABLE 3
Choctaw Writing Materials Evaluation
May 1976

10 Lessons Evaluated

1.	Dialect Usage	1.6
2.	Stimulating to Children	2.2
3.	Completeness of Materials	1.9
4.	Usability with Small Groups	1.2
5.	Supplementary Materials	3.0
6.	Ease in Teaching	2.1
7.	Children's Ease in Learning	2.4

Scale: 1 - Excellent; 2 - Satisfactory; 3 - Average; 4 - Unsatisfactory

The evaluation of BECOM developed Choctaw reading materials was accomplished during May, 1976. Each classroom aide charged with teaching Choctaw reading evaluated the entire reading materials package (completed lessons). Table 4 presents the summary of these evaluations.

TABLE 4
Choctaw Reading Materials Evaluation
May 1976

12 Lessons Evaluated

1.	Dialect Usage	1.6
2.	Stimulating	1.8
3.	Completeness of Materials	2.2
4.	Usability with Small Groups	1.2

5.	Supplementary Materials	1.4
6.	Ease in Teaching	2.8
7.	Children's Ease in Learning	2.9

Scale: 1 - Excellent; 2 - Satisfactory; 3 - Average;
4 - Unsatisfactory

In order to investigate the classroom use -- effectiveness of CORE ESL materials used by BECOM, classroom teachers evaluated those ESL materials.

TABLE 5
ESL Materials Evaluation
May 1976

1.	Ease in Use	2.6
2.	Children's Interest	2.4
3.	Completeness of Material	1.9
4.	Guidance for Use	1.4
5.	Naturalness of Presentation	2.96

Scale: 1 - Excellent; 2 - Satisfactory; 3 - Average;
4 - Unsatisfactory

Table 6 presents the classroom aide's evaluation of the BECOM developed Reading Readiness Materials.

Each of the 54 lessons were evaluated independently by each of the classroom aides. These means represent the mean for all lessons.

TABLE 6
Reading Readiness Materials Evaluation
May 1976

54 Lessons Evaluated

1.	Children's Attention to Lessons	1.4
2.	Completeness of Lessons	1.2
3.	Usability with Slow and Fast Children	3.6
4.	Suitability for Small Groups	1.2
5.	Sufficient Instructions	1.5
6.	Pacing of Lesson	2.1
7.	Length of Lesson	2.4
8.	Challenge to Children	2.3
9.	Ease for Children	3.6 (often too easy)

Scale: 1 - Excellent; 2 - satisfactory; 3 - average
4 - Unsatisfactory

BECOM developed Choctaw Story books, (used as "read-to-me" stories and as the basis for the development of basal readers) were evaluated by classroom aides during the spring of 1976. The criterion for evaluation were: interest to children, dialect usage, readability, and the children's acceptance of the story. BECOM materials developers using the highly rated story books as the basis for the development of language arts, cultural studies, reading readiness, reading and math units as well as basal readers. Listed below are the titles of the 21 story books that were evaluated.

TABLE 7

Evaluation of Choctaw Story Books

		Interest	Dialect	Readability	Acceptance
1.	Hoši Išt Anǫpa *	1.3	1.2	1.5	1.0
2.	Boastful Man *	1.2	2.5	2.1	1.6
3.	Choctaw Christmas	1.1	2.9	2.7	2.2
4.	How Rabbit Became a Thief	1.6	1.8	2.0	2.2
5.	Indian Meets Bear *	1.8	2.1	2.0	1.8
6.	Soloman Tubby's Animals	2.1	2.0	1.9	2.1
7.	Nawaho Alla *	1.6	1.5	1.2	1.3
8.	How Possum Scared Wildcat *	1.5	1.6	1.3	2.1
9.	How Possom Tricked Old Wolf	1.6	1.4	2.0	1.6
10.	Turtle and Deer Race	1.9	1.3	1.5	1.5
11.	Hoši Yaya	1.6	1.4	1.6	1.6
12.	Why Owls Live Away	1.3	1.3	1.5	1.3
13.	Racoon, Possum and Breakfast	1.4	1.4	1.7	2.2
14.	Nita Balíli *	1.3	1.9	2.1	2.1
15.	An Alaskan Igloo Tale	1.8	2.3	1.8	2.2
16.	Micco, a Sminole Boy *	1.7	2.2	1.9	2.0
17.	Čokfih Aǰpowa Apísači *	1.6	1.4	1.4	1.3
18.	Just Watch Me	1.8	1.5	1.4	1.9
19.	The Story of the Jay	1.7	1.6	1.9	1.5
20.	How Day and Night Were Divided *	1.6	1.3	1.5	1.7
21.	The Busy Ants	1.4	1.8	1.5	1.8

Scale: 1 - Excellent; 2 - Satisfactory; 3 - Average; 4 - Unsatisfactory

* These books are being developed into the Basal Reader Series for Grades 1, 2 & 3.

TABLE 8

PRODUCTION ANALYSIS OF STORY BOOK/BASAL READER DEVELOPMENT

1. Story Book/Reader Name: Cokfiat Nahokopa Ikhana
(How Rabbit Became a Thief)

2. Source: Seminole Bilingual Education Project, Ada, Oklahoma

3. Number of Pages: 12, illustrated

4. Production Steps:

	Linguist	Choctaw Language Specialist	Choctaw Language Assistant	Other
a. Selection, Planning	2	1		
b. Translation	1	1	8	
c. Preliminary Editing	1	2	1	
d. Typing, Proof-reading, Corrections	1	1	1	3
e. Preliminary Layout	1	1	3	1
f. Reader Review, Corrections	1	2	4	1
g. Visuals	1			10
h. "Helps to Reader"	1	1		2
i. Final Editing, Corrections	1	1		
j. Back Translation	1	2		
k. Final Typing, Proofreading, etc.	1	2		3
l. Final Layout	1	2	3	
m. Preparation of Cover, Title Page	2	1	2	5
n. Negotiations with Printer	3	1	1	
o. Assembly	—	2	2	2
Total Manhours	18	20	25	27

5. Materials:

Cover 2 x 200 = 400 x .03 = 12.00
Pages 6 x 200 = 1200 x .01 = 12.00
Spiral Binders 1 x 100 x .16 = 16.00
Stapes 2 x 100 .20

Total Estimated Materials Cost = $40.00

6. Addititional Materials that accompany this story book/reader:

a. Teachers' Guide
b. Pupil Activity Booklet (Language Arts)
c. Draft of Reading Lessons and Basal Reader
d. Draft of Writing Materials

7. Production "hang-ups"

a. Dependence on outside source for printing facility. This facility is not only inefficient, but of poor quality.

b. Lack of necessary equipment (primer typewriter, lettering guides) in good repair. Repair is not responsibility of BECOM, but outside source

c. Inexperience staff, materials production is also training exercise.

d. Lack of adequate artistic, layout personnel.

8. Recommendations to Facilitate Development:

   a. All necessary production equipment should be on-site and under project control (or, high degree of cooperation and dependability) re: non-project personnel depended on for production work

   b. Artist and lay-out skills needed

   c. Because of turn-over in personnel and inexperience, continous on-job training is required.

TABLE 9

PRODUCTION ANALYSIS OF CHOCTAW READING READINESS LESSONS

1. Lesson Number: Lesson 30, Visual Discrimination (Same and Different)

2. Source: Reading Readiness Requisites, Southwest Educational Laboratory, Albuquerque, NM.

3. Number of Pages: 4, plus illustrations

4. Production Steps:

	Curriculum specialist	Choctaw language Assistant	Other
a. Selection	1/2		
b. Translation and Adaptation		1	
c. Preliminary Editing	1/2	1/2	
d. Typing, Proofreading			1
e. Preliminary Layout	1/2		1/2
f. Reader Review		1	1
g. Visuals			3
h. Final Typing			1
i. Final Layout		2	1/2
j. Negotiations with Printer	2		
k. Assembly		1/2	
Total Manhours	2 1/2	5	7

5. Materials Cost:

   Paper & Printing 100 x 4 x .02 = 12.00

6. Additional Materials that accompany this lesson:

   a. teacher's guide
   b. list of supplementary activities

7. Production "hang-ups"

   a. printing, printer inexperience resulted in inefficient time use
   b. inexperienced staff.

8. Recommendations to facilitate development:

   a. all necessary production staff should be on-site
   b. artistic and lay-out skills needed
   c. typist needed for materials development only.

ADULT LITERACY

Basic Adult Choctaw Literacy materials utilizing the tranfer principle were developed during FY 75-76. They consist of a series of transfer reading lessons and accompanying reading exercises. The materials are utilized for basic literacy training of BECOM Choctaw staff and have been made available to the Choctaw Adult Basic Education Program for their use. Such lessons are forming the developmental groundwork for the tranfer reading materials to be developed for use in Grades 2 and 3 in future project years.

More than 100 individuals have become literate in Choctaw, utilizing these materials.

CONCLUSION AND RECOMMENDATIONS

Conclusions

1. The BECOM staff completed greater than 90% of the materials scheduled for completion during FY 75-76. This is remarkable, considering that during that period it was necessary to complete the unfinished materials from 1974-75, there was a period of 2 months when there was no curriculum writer with the staff, and the month of June was spent in conducting the Summer Bilingual Institute.

2. BECOM development staff is proceeding in the development of materials which have a comprehensive use. Materials are being developed which have a use in more than one grade and whose content extends beyond one subject matter area. With the limited staff and resources, it is necessary to make materials which have the greatest universal (in the Choctaw schools) use.

3. Materials development has been slowed with training Choctaw staff in the materials development area. No such persons existed prior to the BECOM project, but on-the-job training will provide lasting effects.

Recommendations

1. Printing and production facilities and equipment must be located on the site of the BECOM project. The use of facilities (one copy machine and an old multilith) used by all tribal programs -- educational, economic, social services, etc. -- causes much delay in the production of materials.

2. Additional time should be spent during FY 76-77 in the evaluation of the effectiveness of BECOM materials already developed.

3. Program staff should budget time at various intervals so that paraprofessional Choctaw can acquire all the skills necessary for materials development. Additionally, these persons should be allowed to attend college courses that deal with the development of Choctaw bilingual materials.

4. The BIA school system should assume the expense in the purchase of commercial ESL materials currently supplied by BECOM.

5. The BIA should follow-up and require their schools to provide Indian students with the necessary skills of speaking, listening, reading, and writing in English and the language of the home as stated in their mission and organization, 1.1 Goals, A., (1), a., b. Basic Academic Skills.

Instructional Component

Objective -

The instructional component, during 75-76, will provide bilingual education to all children in grades K-3 in the following subject matter areas: Reading Readiness (K), Math (K-1), Math (K-1), Choctaw Reading and Writing (1), Social (Bicultural) Studies (K-3), Choctaw Language Arts (K-3), and English as a Second Language (K-3).

A time table of this implementation follows. See Appendix I for detail of course outline.

Kindergarten

All children in grade K received 30 minutes per day of instruction in Choctaw Reading Readiness, utilizing BECOM developed materials. This instruction was accomplished by the bilingual classroom aide under the supervision of the certified teacher. The criterion for acceptable performance developed by the BECOM evaluator for Kindergarten Reading Readiness was: Children will complete all prepared Reading Readiness lessons (54) with 85% accuracy. Reading Readiness lessons include not only preparatory material for Choctaw reading, but other readiness activities (in math, science, language arts, etc.) which the curriculum developers determined were necessary for school achievement. The summary of the criterion accomplishment of the Reading Readiness lessons is provided below:

	Number of Lessons Completed	Mean Proficiency
Locale 1 *	54	90%
Locale 2	38	75%
Locale 3	54	95%
Locale 4	40	87%
Locale 5	45	85%
Locale 6	41	90%

* Locale 1 includes both Kindergarten classes at Choctaw Central as the same bilingual aide provided instructional in both classrooms.

Children in Kindergarten receive 30 minutes per day three days a week structured English as a Second Language instruction using CORE I ESL materials prvided by BECOM. On the two other day, students receive English language arts activities. During the course of school year 75-76, agreements reached between BECOM and Follow Through, have permitted the increased utilization of systematic ESL instruction.

Certified teachers, responsible for the ESL instruction, were trained by the BECOM ESL Specialist (See Chapter III, Training). The tables below indicates the number of CORE I lessons completed in each of the target classrooms.

	Number of CORE I Lessons Completed
Locale 1	30
Locale 2	16
Locale 3	22
Locale 4	32
Locale 5	21
Locale 6	40

Children in grade K were administered the Metropolitan Readiness Test during October 1975 and during April 1976. The test, administered in English, was selected for use as it is a fair measure of general school readiness in English. Thus, the effect of English proficiency could be studied. The use of this English instrument for the measurement of academic achievement in a classroom conducted in Choctaw (with ESL) in inappropriate, however. The measure of academic achievement should be administered in the language of instruction.

The following table provides a comparisons of Kindergarten achievement, as measured by this instrument, between October 1975 and April 1976.

TABLE 10

Comparison: Fall 1975 and Spring 1976

Metropolitan Readiness Test

Locale	$\bar{X}$ October 75	s	$\bar{X}$ April 1976	s	t
Locale 1	39.30	10.7301	56.03	13.9168	5.2499***
Locale 2	26.85	6.7299	43.70	12.5409	28.8996***
Locale 3	35.37	11.1348	60.63	10.5885	46.23 ***
Locale 4	38.36	9.8516	54.40	9.3238	30.39 ***
Locale 5	56.83	10.3618	78.66	7.2847	7.0943***
Locale 6	48.83	11.9401	79.20	10.4738	20.7119***
All Locales	37.40	12.5111	56.75	15.6048	6.264 ***

*** significant at .001

OUTLINE OF TIMELINE FOR INITIAL IMPLEMENTATION OF INSTRUCTIONAL MATERIALS

	FY 75-76	76-77	77-78	78-79	79-80
Kindergarten					
1. Reading Readiness	x				
2. Writing Readiness	x				
3. Math Readiness	x				
4. Science Readiness		x			
5. Social & Cultural Studies	x				
6. ESL	x				
7. Story Books	x				
8. Choctaw Lg. Arts	x				
9. Bulletin Bds.	x				
10. Pictionary				x	
11. Teacher Activity Source Books			x		
First Grade					
1. Reading Readiness	x	(as needed on per pupil basis)			
2. Choctaw Reading (Level 1)	x				
3. Choctaw Writing (Level 1)	x				
4. Math	x				
5. Science		x			
6. Story Books	x				
7. Choctaw Lg. Arts	x				
8. Dictionary				x	
9. Basal Reader (Choctaw Level 1)		x			
10. Bulletin Bds.	x				
11. Social & Cultural Studies	x				
12. ESL	x				
13. Teacher Activity Source Books				x	
Second Grade					
1. Choctaw Reading (Level 2)		x			
2. Choctaw Writing (Level 2)		x			
3. Math		x			
4. Science			x		
5. Story Books		x			
6. Basal Reader (Choctaw Level 2)			x		
7. Transfer Reading (Level 1)			x		
8. Dictionary				x	
9. Bulletin Bds	x				
10. Social & Cultural Studies	x				
11. Choctaw Lg. Arts		x			
12. ESL	x				
13. Teacher Activity Source Book				x	

	FY 75-76	76-77	77-78	78-79	79-80
Third Grade					
1. Choctaw Reading (Level 3)			x		
2. Choctaw Writing (Level 3)			x		
3. Math				x	
4. Science				x	
5. Story Books		x			
6. Choctaw Lg. Arts		x			
7. Choctaw Readers (Level 3)			x		
8. Transfer Reading (Level 2)				x	
9. Dictionary					x
10. Bulletin Bds			x		
11. Social & Cultural Studies			x		
12. Transfer Writing (Level 2)				x	
13. ESL	x				
14. Teacher Activity Source Book					x
Fourth Grade					
1. Choctaw Reading (Level 4)				x	
2. Choctaw Writing (Level 4)				x	
3. Math					x
4. Science					x
5. Story Books		x			
6. Choctaw Lg. Arts		x			
7. Social & Cultural Studies				x	
8. ESL		x			
9. Teacher Activity Source Books					x
10. Transfer Reading (Level 3)					x
11. Dictionary					x
12. Bulletin Bds		x			
Adult Literacy[2]					
1. Choctaw Literacy		x			
2. Adult Transfer Reading				x	

. Implementation dates will be determined by date of completion of materials and staff training.

. In cooperation with the Choctaw Adult Basic Education Program.

Table II presents a comparison of the Metropolitan Readiness Test results from April 1975 and April 1976.

TABLE II

Comparison: Spring 1975 and Spring 1976

Metropolitan Readiness Test

LOCALE	$\bar{X}$, April 1975	s	$\bar{X}$, April 1976	s	t
1	60.88	13.5572	56.03	13.9168	13.48***
2	42.50	9.9361	43.70	12.5409	.4606
3	67.80	15.7215	60.63	10.5885	1.3968
4	54.0	23.6896	54.40	9.3238	.0278
5	60.83	5.4221	78.66	7.2847	9.5726***
6	66.0	16.4088	79.20	10.4738	2.2240**
All	58.667	15.5488	56.75	15.6046	1.875

*** significant at .001
** significant at .01

Conclusions that can be drawn from the above data:

1. The mean score of Kindergarten Children increased from Spring 1975 to Spring 1976 in 2 of the six locales,

2. The standard deviation decreased from Spring 1975 to Spring 1976 in 3 of the locales indicating that the initially lower achieving students (i.e. Choctaw dominant) are being helped more than the higher achieving students,

3. Net mean score gains grom Fall 1975 to Spring 1976 were recorded in all six locales,

4. Standard deviation decreased from Fall to Spring in two locales indicating that initially (i.e., Choctaw dominant) lower achieving students in those locales were helped greater than initially higher achieving students. Furthermore, those two locales showed the greatest Fall to Spring net gains,

5. The general standard deviation changes reflect that the Reading Readiness program was capable of assisting children at both ends of the scale. Children with lower inital scores were helped as were children initially at the higher end. Thus, the Reading Readiness program cannot be said to be directed at just one segment of the student population.

In order to determine the factors that contributed greatest to the net gains (Fall 1975 to Spring 1976) in Metropolitan Readiness Achievement Test Scores, a correlation (Pearson r) between MAT and other test scores was utilizing the computer program REGRESS at the University of Texas at Austin. Table 12 presents these correlations.

TABLE 12

Correlation: MAT net gain
and Other Test Results
All Locales

$\bar{X}$ MAT gain = 16.73 (S.D. = 12.1372) n = 32

TEST NAME	$\bar{X}$ Score	s	p-value	r
SWCEL				
Vocabulary	15.55	5.1727	.002	.5311***
Pronunciation	22.81	4.1777	.745	.4543***
Structure	21.79	72.1549	.609	.0847
Total	60.16	33.1655	.707	.4353***
TOBE				
Math	15.59	4.3871	.000	.5939***
Science	14.97	3.9973	.020	.5742***
Self-Concent	25.07	4.6573	.033	.1837
BLDT				
Choctaw	36.28	8.5226	.041	.1285
English	23.05	7.8325	.857	.4202***

*** significant at .001

Test Results and the correlations presented in the above table indicate:

1. The relationship between English proficiency and achievement on the Metropolitan Readiness Test is positive (r=.4353)

2. The relationship between math achievement on TOBE (administered in Choctaw) and Metropolitan Readiness Test is significantly positive, thus math instruction in Choctaw heightens a child's learning, which can be transferred and measured on the English instrument.

3. Children whose score on the BLDT (Choctaw) was high, scored lower on Metropolitan test than children who scored lower on the BLDT, again indicating that English proficiency is a significant factor in school achievement.

During the 75-76 school year, the following measurement instruments were administered by BECOM to children in Kindergarten:

Metropolitan Readiness Test

Form A in October
Form B in April

TOBE (Level K) Math

Administered in January

TOBE (Level K) Science

Administered in January

Self Concept Scale

Administered in January

SWCEL Test of Oral English Proficiency

Administered in November

BECOM Language Dominance Test

Administered in September

Teacher/Aide Language Assessment

Administered in September

Intercorrelation matrix for all Kindergarten measures is presented in Appendix D.

Tables 13-19 present the mean scores for each instrument administered to Kindergarten children during 75-76 school year. As per the evaluation design, these results serve as a base line (and 76-77 pre-test) measures.

Test of Basic Experiences (Level K)

The Test of Basic Experiences (TOBE) consists of two subtests: math and science. The test was translated into Choctaw, retaining the content of the original questions ([math]a= .6621; [science]a= .6405). As the test is criterion referenced the results are furthermore used for the development of the math and science curriculum.

The math and science subtests were administered in January, by bilingual aides, trained by the BECOM evaluator. The responses were coded onto machine scorable answer sheets by the BECOM evaluator and scored by Mississippi State University.

TABLE 13

TOBE (Level K) Math Subtest

LOCALE	$\bar{X}$	s	n
1.	13.21	3.5627	28
2.	12.90	3.8784	20
3.	12.80	3.8582	15
4.	16.50	2.8762	12
5.	17.80	2.5884	5
6.	22.67	3.8816	6
All Locales	14.9767	4.3871	86

Scores are presented as raw scores. No normative tables are available. Maximum raw score on each sub-test is 28.

TABLE 14

TOBE (Level K) Science Subtest

LOCALE	$\bar{X}$ Score	S.D.	n
1	14.2105	3.2588	19
2	13.250	3.3226	20
3	16.3125	3.8248	16
4	15.50	2.0138	10
5	21.40	1.8166	5
6	21.166	1.9408	6
All	15.5921	3.9973	76

Self-Concept Scale

This instrument, the Choctaw Translation of the School-Self Attitude measure developed by IOX was administered to all target classrooms in January 1976. The measure was administered by BECOM Choctaw Language Assistants trained by BECOM evaluator. Pupil responses were coded onto machine -- scorable answer sheets and scored by Mississippi State University. Scores are presented as raw scores; no normative tables are available. Maximum raw score on the instrument is 45. A copy of the instrument is submitted as Appendix E of this report.

TABLE 15

Self-Concept Survey

Kindergarten

Locale	$\bar{X}$ Score	s	n
1	24.9091	6.4358	22
2	23.1579	3.3543	19
3	24.50	1.9771	12
4	26.833	2.5626	6
5	29.333	4.5898	6
6	27.2	2.1679	5
All	25.07	4.6573	70

Oral English Proficiency

The SWCEL Test of Oral English Proficiency was administered by the BECOM evaluator and ESL specialist to target children during November 1975. The results were coded by BECOM staff and scoring was accomplished by the Computation Center at the University of Texas at Austin by Dr. Paul Liberty, Evaluation Consultant

The test results provided an item analysis of difficult items, presented in Appendix F.

The SWCEL test consists of three subtests, vocabulary, pronunciation and structure. Each subtest was administered to the pupils. As no normative data for the measure exists, scores are presented as raw scores and standard deviations. The maximum score possible on the SWCEL is 226 (Vocabulary subtest, 24; pronunciation subtest, 31; structure subtest, 171).

TABLE 16

SWCEL Test of Oral English Proficiency

Subtest 1, Vocabulary

Kindergarten

Locale	$\bar{X}$	s	n
1	17.46	5.574	28
2	13.58	3.163	17
3	12.53	4.190	15
4	18.09	3.113	11
5	18.0	2.915	5
6	13.42	4.826	7
All	15.554	4.880	83

TABLE 17

SWCEL Test of Oral Proficiency

Subtest 2, Pronunciation

Kindergarten

Locale	$\bar{X}$	s	n
1	24.1	3.892	28
2	21.8	3.135	17
3	20.7	3.385	15
4	25.2	2.677	11
5	24.4	1.557	5
6	19.3	5.691	7
All	22.8	3.974	83

TABLE 18

SWCEL Test of Oral English Proficiency

Subtest 3, Structure

Kindergarten

Locale	$\bar{X}$	s	n
1	27.7	31.646	28
2	9.4	7.116	17
3	8.7	13.854	15
4	39.7	27.836	11
5	25.8	21.982	5
6	24.8	26.636	7
All	21.7	25.731	83

TABLE 19

SWCEL Test of Oral English Proficiency

Total Kindergarten

Locale	$\bar{X}$	s	n
1	69.3	37.229	28
2	44.9	11.818	17
3	41.9	16.898	15
4	83.0	32.572	11
5	68.2	25.760	5
6	57.6	34.294	7
All	60.1	31.504	83

Language Dominance

Language Dominance was assessed utilizing a Choctaw translation of the Bilingual Syntax Measure. The instrument was administered by BECOM staff (Bilingual Choctaw Language Assistants) to all children in target Kindergartens. Copies of this instrument were submitted with Interim Report, January, 1976.

The results of this administration is presented on page 7. Teacher Assessment of Student Language Proficiency.

Classroom Teachers and aides completed an assessment survey (copies submitted in Interim Report, January 1976) assessing the language proficiency of the pupils in their classrooms. The results of this assessment are presented on pages 8-12.

First Grade

All children in grade 1 received: 30 minutes a day of Choctaw reading and writing instructional from bilingual aides, utilizing BECOM developed instructional materials; 30 minutes per day three days a week of structured ESL instruction from classroom teachers, utilizing CORE 2 ESL materials, supplementary BECOM developed English language arts lessons; and Choctaw language arts from bilingual aides utilizing BECOM developed Choctaw story books and accompanying language arts materials. Math and science instruction was accomplished, in Choctaw, by Follow Through personnel utilizing BECOM suggested materials. Social (bicultural) studies was included in the ESL and Choctaw language arts curricula.

The criteria for acceptable performance, developed by the BECOM evaluator, for Choctaw Reading (Level 1) was completion of all developed materials with 90% proficiency. (A Choctaw diagnostic reading inventory is under development and will be used for evaluation when completed.)

The table below show the number of the Choctaw Reading lessons completed in first grades in each of the locales.

	Number of Lessons Completed
Locale 1	9
Locale 2	12
Locale 3	10
Locale 4	9
Locale 5	12
Locale 6	12

The lack of lessons (only 12 were available during 75-76) and the initial lack of training and experience of classroom aides in both Choctaw literacy and teaching reading, caused the Choctaw Reading Program not to have progressed as far as planned. Additional materials need to be developed as well as additional training of classroom aides. The Summer Bilingual Institute (1976) provided classroom aides with more training, however additional training is necessary. A further problem which caused the incomplete implementation of the Choctaw reading program is the attitude of many classroom teachers (Anglo) toward children's learning to read in their native language. Certain teachers (See pages ~~1959~~) initially were hostile toward Choctaw reading; many were quietly receptive at the end of the year. Still, the lack of open support for bilingual education on the part of BIA administrators, despite enthusiastic support by community members (see Appendix G), results in a lack of leadership for teachers in the implementation of bilingual education and thus hinders the implementation proces

Children in First Grade received 30 minutes, three times a week, of structured ESL instruction by the classroom teacher, utilizing CORE 2 materials and BECOM developed English language arts materials. The certified teachers were trained by the BECOM ESL specialist (see Chapter III, Training, Page 76). The tables below indicate the number of CORE 2 lessons completed in each of the target classrooms.

	Number of CORE 2 Lessons Completed
Locale 1	16
Locale 2	18
Locale 3	20
Locale 4	32
Locale 5	40
Locale 6	21

Children in Grade 1 were administered the Metropolitan Achievement Test: Primer, by classroom teachers, during October 1975 and April 1976. The test, administered in English, was selected for use as it is a fair measure of reading and math achievement in English, thus the effect of English proficiency could be measured. As per MAT instructions, questions 28-33 were not administered, for they required English sentence reading. (Reading in Grade 1 is Choctaw Reading.) MAT provisions for scoring, norming, etc., of the measure were followed. Scoring was accomplished through the MAT scoring facilities.

The following provides a comparison of First Grade English Reading Achievement, as measured by MAT, between October 1975 and April 1976. (No scores for MAT: Primer are available for years prior to October 1975. MAT: Primary I was administered inappropriately during those years.) As per the evaluation design, these results serve as baseline (and 76-77 pre-test) measures.

TABLE 20

Comparison: Fall 1975 and Spring 1976

Metropolitan Achievement Test: Primer (Reading Subtest)

Grade 1

Locale	$\bar{X}$ October 1975	s	$\bar{X}$ April 1976	s	t
1	27.43	3.5234	32.82	6.1141	2.0890*
2	23.53	5.1253	25.44	3.2830	1.0367
3	24.92	8.2408	29.61	3.7758	1.0516
4	29.62	3.9978	35.25	6.4752	2.2725*
5	27.11	1.8330	32.44	4.3621	2.3596*
6	31.25	2.7124	36.25	5.5227	1.7791
All	26.96	5.2356	31.83	5.9097	5.2822**

* significant at .05
** significant at .001

TABLE 21

Comparison: Fall 1975 and Spring 1976

Metropolitan Achievement Test: Primer (Math Subtest)

Grade 1

Locale	$\bar{X}$ October 1975	s	$\bar{X}$ April 1976	s	t
1	24.99	8.3121	30.38	6.7660	2.4513*
2	20.61	9.1336	40.44	7.6012	5.5375**
3	17.15	8.6202	26.07	6.0341	2.3324*
4	25.87	8.8711	36.03	14.1522	1.7154
5	24.55	3.2059	45.33	11.9687	5.0312**
6	38.37	6.3231	44.75	9.3005	1.6032
All	24.39	9.2613	35.44	11.3193	6.2613**

* significant at .05
** significant at .001

The data from these two tables indicate:

1. Although the reading instruction in grade 1 was solely in Choctaw, as per program design, the transfer of reading skills acquired in Choctaw, but measured in English was sufficiently high to cause significant increases in English reading achievement in three locales (and overall). This evidence provides strong support for the continuation of teaching of reading skills in Choctaw.

2. The increase in the S.D. (for reading) indicates that the reading program (and its accompanying transfer of reading skills) provided greater help for children who were higher initially. These results, when evaluated in light of the relationship between the Oral English Proficiency and MAT reading scores, indicates that those children whose initial Oral English levels were higher, benefitted from Choctaw reading more than did the children with lower Oral English scores. Thus, children who are bilingual benefitted on the MAT from Choctaw Reading, greater than did monolingual Choctaw speakers. This separation factors out the language of testing factor, and provides positive support for the continuation of Choctaw reading to both monolingual Choctaw speakers and bilingual, but Choctaw dominant, children.

3. The increases in math, as measured by the MAT, indicate that instruction in the abstract concepts of math in Choctaw provide avenues for positive increases in academic achievement.

In order to determine the factors that contributed greatest to the net gains (Fall 1975 to Spring 1976) in MAT: Primer (Reading Subtest) scores, the coorelation coefficient between MAT: Primer (Reading Subtest) gains and other test scores were computed, utilizing the computer program FACTOR at the University of Texas. Table 22 presents these coorelations.

TABLE 22

Coorelation: MAT: Primer (Reading Subtest)

and Other Test Results

All Locales

$\bar{X}$ MAT: PRIMER (Reading Subtest) = 31.83 (s = 5.9097)

n = 72

Test Name	$\bar{X}$	s	p-value	r
SWCEL				
Vocabulary	19.39	3.196	.091	.4352***
Pronunciation	25.68	3.055	.077	.1259
Structure	37.93	31.462	.000	.6109***
Total	83.01	35.272	.510	.5981***
TOBE				
Math	17.88	5.0897	.011	.5850***
Science	7.01	3.1376	.405	-.1953
Self Concept	26.23	4.0888	.221	-.0228
Choctaw Reading	37.34	32.6838	.417	.2073**

*** significant at .01
** significant at .05

The results presented in this table indicate:

1. The relationship between Oral English Proficiency (SWCEL) and English reading achievement (MAT: Primer [Reading Subtest]) is positive (r=.5981).

2. Initial assessment indicates a negative relationship between self-concept and reading achievement (r = .0228).

During the school year 1975-76, the following assessment instruments were administered by BECOM to children in First Grade. The coorelation matrix for all First Grade measures is presented in Appendix D.

Metropolitan Achievement Test: Primer (Math and Reading Subtests)

Form H in October
Form G in April

TOBE (Level L) Math

Administered in January 1976

TOBE (Level L) Science

Administered in January 1976

Self Concept Scale

Administered in January 1976

SWCEL Test of Oral English Proficiency

Administered in November 1975

Teacher/Aide Language Assessment
administered in September 1975

The following tables present the mean scores for each instrument administered to First Grade children during the 75-76 school year. As per evaluation design, these results serve as base line (and 76-77 pre-test) measures.

Test of Basic Experiences (Level L)

The Test of Basic Experiences (TOBE) consists of two sub-tests: math and science. The test was translated into Choctaw retaining the content of the original measure (a [math] = .8571; a [science] = .6039). As the measure is criterion referenced, it serves both as a measure of program progress and as a measure of pupil achievement. The results (item analysis) are utilized in the further development of Choctaw curriculum in these two areas.

The math and science sub-tests were administered in January by bilingual aides trained by the BECOM evaluator. The responses were coded onto machine scoreable answer sheets by the BECOM evaluator and scored by Mississippi State University. Scores are presented as raw scores: no normative tables are available. Raw score maximum on each subtest is 28.

TABLE 23
TOBE (Level L) Math Subtest

LOCALE	$\bar{X}$	s	n
1	15.77	3.7947	18
2	16.33	2.8391	12
3	14.90	3.7538	11
4	25.67	.8165	6
5	17.55	3.9221	9
6	25.53	.5477	6
ALL	17.88	5.0897	62

TABLE 24
TOBE (Level L) Science Subtest

LOCALE	$\bar{X}$	s	n
1	6.53	3.3714	15
2	6.50	2.2734	12
3	7.81	2.1826	11
4	5.85	1.4639	7
5	9.22	5.9114	9
6	5.60	1.5166	5
ALL	7.0169	3.1376	59

Self Concept Scale

This instrument, the Choctaw translation of the School Self Attitude measure developed by IOX was administered to all target classrooms in January 1976. The instrument was administered by Choctaw BECOM staff, trained by BECOM evaluator. Pupil responses were coded on to machine scoreable answer sheets and scored by Mississippi State University. Scores are presented as raw scores: no normative information exists. Maximum raw score on the instrument is 45. A copy of the instrument is submitted as Appendix E of this report. (a-level is .7189)

TABLE 25
Self Concept Scale
Grade 1

LOCALE	$\bar{X}$	s	n
1	25.96	4.2753	26
2	29.63	2.4606	11
3	23.88	4.5494	12
4	26.40	5.0299	5
5	24.11	5.2068	9
6	28.11	1.9033	9
ALL	26.23	4.0888	72

Oral English Proficiency

The SWCEL Test of Oral English Proficiency was administered by BECOM evaluator and BECOM ESL Specialist to target children during November, 1975. The results were coded by BECOM staff and scoring was accomplished by the Computation Center at the University of Texas by Dr. Paul Liberty, Evaluation Consultant.

Results of the item analysis of the responses is presented in Appendix F, this report.

The SWCEL test consists of three subtests, vocabulary, pronunciation and structure. Each subtest was administered to all pupils. No normative data for the measure exists: scores are presented as raw scores and standard deviations. The maximum score possible on the SWCEL is 226 (Vocabulary Subtest, 24; Pronunciation Subtest, 31; Structure Subtest, 171).

TABLE 26

SWCEL Test of Oral English Proficiency

Subtest 1, Vocabulary

Grade 1

LOCALE	$\bar{X}$	s	n
1	20.06	3.173	29
2	18.42	2.738	14
3	17.75	4.712	12
4	20.16	1.722	6
5	19.44	2.068	9
6	20.33	2.598	9
ALL	19.32	3.196	79

TABLE 27

SWCEL Test of Oral English Proficiency

Subtest 2, Pronunciation

Grade 1

LOCALE	$\bar{X}$	s	n
1	27.03	2.372	29
2	24.46	3.022	14
3	24.75	3.474	12
4	26.58	1.686	6
5	23.833	3.000	9
6	25.722	3.759	9
ALL	25.648	3.055	79

TABLE 28

SWCEL Test of Oral English Proficiency

Total First Grade

LOCALE	$\bar{X}$	s	n
1	53.72	37.921	29
2	10.35	11.365	14
3	26.33	22.532	12
4	40.50	24.089	6
5	35.00	15.945	9
6	46.66	23.580	9
ALL	37.93	31.462	79

TABLE 29

SWCEL Test of Oral English Proficiency

Total First Grade

Locale	$\bar{X}$	s	n
1	100.82	41.857	29
2	53.25	14.699	14
3	68.83	26.501	12
4	87.25	27.088	6
5	78.27	19.601	9
6	92.72	26.297	9
ALL	83.01	35.272	79

Choctaw Reading

During May 1976, a Choctaw Reading test was developed by BECOM evaluator and administered by BECOM Choctaw staff. The measure was criterion referenced to the Choctaw reading materials developed and in use in the classroom. The measure is a preliminary version of a diagnostic Choctaw reading instrument being developed jointly by BECOM evaluator and Dr. Carolyn Reeves, Choctaw Teacher Training Program, Mississippi State University. The existing measure has content validity only.

The instrument was administered individually to each 1st grade student and the student's responses were recorded on answer sheets. Only student miss-calls were recorded. The analysis of the missed items provides formative information for the development and revision of the Choctaw reading materials.

Scores are presented in raw scores only. z- scores are available, but not valuable in the formative use of the test results. Table 30 presents the results of the administration of this instrument.

TABLE 30
Choctaw Reading
First Grade

LOCALE	$\bar{X}$	s	n
1	33.88	28.5021	18
2	50.45	35.8702	11
3	34.38	22.9567	13
4	49.00	41.3618	6
5	23.33	21.0989	9
6	39.56	22.6164	6
ALL	37.34	32.6838	63

Teacher's Assessment of Student Language Proficiency

Classroom Teachers and Aides completed an assessment survey (copies of instrument submitted in Interim Report, January 1976) subjectively assessing the language proficiency of pupils in their classrooms. The results of this assessment are presented on page 7-11 .

SECOND GRADE

As per program design, all children in grade 2 received 30 minutes 3-times/week, English as a Second Language instruction utilizing CORE 3 ESL materials. Additionally, two days per week, students received Oral English Language Arts instruction utilizing BECOM developed English Language Arts materials and activities. The supervision of the ESL instruction was by the BECOM ESL Specialist. Instruction was provided by classroom teachers.

Although program design called for BECOM to provide for only ESL instruction in Grade 2, BECOM felt that the use of Choctaw story books (for story hour) and Choctaw Language Arts materials would pave the road for implementation of Choctaw instruction in Grade 2 in 76-77. Those materials were supplied to Grade 2 classrooms on a demand basis.

The table below shows the number of CORE 3 lessons completed in each target 2nd grade classroom.

Locale	Number of Units Completed
1	25
2	17
3	28
4	22
5	16
6	21

As no 2nd Grade teacher had prior experience with systematic ESL instruction, the development of teaching methodologies and skills precluded the completion of number of expected lessons. Training in this area is discussed in Chapter III, Training.

Pupils in Grade two were administered the Metropolitan Achievement Test: Primary I, by classroom teachers, during October 1975 and April 1976. The test administered in English, was selected for use, for it is a fair measure of reading and math achievement in English. Thus, the effect of Oral English proficiency could be measured. Scoring was accomplished through MAT scoring facilities. Scores are standard scores.

The following tables provide a comparison of Second Grade English Reading and math achievement, as measured by MAT: Primary I, between October 1975 and April 1976. (No scores for MAT: Primary I, for 2nd grade are available for years prior to October 1975. MAT: Primary II was administered inappropriately by BIA personnel during these years.) As per the evaluation design, these results serve as a baseline (and 76-77 pre-test) measures.

TABLE 31

Comparison: Fall 75 and Spring 76

Metropolitan Achievement Test: Primary I (Reading Subtest)

Grade 2

LOCALE	$\bar{X}$ October 75	s	$\bar{X}$ April 76	s	t
1	31.95	7.2706	42.39	8.0042	.9654
2	15.20	6.1608	32.76	3.8887	2.4103*
3	15.88	5.1586	32.18	8.4359	1.6484
4	22.03	4.9497	38.80	5.6745	2.2271
5	23.16	5.6006	50.40	6.0249	3.3114*
6	19.45	6.4709	37.28	6.6512	1.9214
ALL	23.32	9.2891	38.73	8.7900	1.2049

* = significant at .05

TABLE 32

Comparison: Fall 75 and Spring 76

Metropolitan Achievement Test: Primary I (Math Subtest)

Grade 2

LOCALE	$\bar{X}$ October 75	s	$\bar{X}$ April 76	s	t
1	36.82	9.8703	42.28	11.0415	.3686
2	28.61	6.4153	39.10	5.8395	1.2092
3	29.11	8.3732	43.27	11.6798	.9853
4	27.00	5.7009	35.00	5.0990	1.0459
5	48.50	5.1672	69.00	10.1980	1.7931
6	34.36	9.6879	42.00	8.2260	.6011
ALL	34.35	10.1351	43.54	12.3795	.5744

The results presented in the above tables indicate:

1) The effect of the ESL program on 75-76 MAT achievement cannot be measured as no pre-program test results are available from BIA files.
2) No significant increase in MAT math at any locale.
3) Significant (7.05) increase in MAT reading only at 2 locales.

Pupils in Grade 2 were administered the SWCEL Test of Oral English Proficiency in November 1975, by members of the BECOM staff. Tables 33-36 present the results of that testing. As per evaluation design, these results serve as baseline (and 76-77 pre-test) measures.

TABLE 33

SWCEL Test of Oral English Proficiency

Subtest 1: Vocabulary

Grade 2

LOCALE	$\bar{X}$	s	n
1	21.41	2.733	24
2	20.80	1.136	10
3	19.00	2.828	11
4	21.00	2.000	4
5	21.00	0.894	6
6	20.09	1.973	11
ALL	20.63	3.377	66

TABLE 34

SWCEL Test of Oral English Proficiency

Subtest 2: Vocabulary

Grade 2

LOCALE	$\bar{X}$	s	n
1	27.45	1.706	24
2	26.35	3.966	10
3	25.86	2.399	11
4	27.62	2.496	4
5	26.50	3.000	6
6	24.72	3.259	11
ALL	26.49	2.780	66

TABLE 35

SWCEL Test of Oral English Proficiency

Subtest 3: Structure

Grade 2

LOCALE	$\bar{X}$	s	n
1	48.62	29.818	24
2	36.30	23.669	10
3	27.09	21.902	11
4	39.25	9.946	4
5	62.00	22.987	6
6	43.81	21.400	11
ALL	43.010	26.026	66

TABLE 36

SWCEL Test of Oral English Proficiency

Total Score

Grade 2

LOCALE	$\bar{X}$	s	n
1	97.50	32.407	24
2	83.45	25.886	10
3	71.95	24.337	11
4	87.87	12.497	4
5	109.50	25.950	6
6	88.63	25.015	11
ALL	90.14	28.791	66

Self Concept Scale

Second grade pupils in Choctaw schools were administered the Self Concept Scale developed by BECOM from the IOX instrument. This measure was administered by BECOM staff trained by the BECOM evaluator. The table below gives the results from the target 2nd grade classrooms at each locale.

TABLE 37

Self Concept Scale

Second Grade

LOCALE	$\bar{X}$ score	S.D.	n
1	28.66	5.2947	21
2	29.40	4.1687	10
3	24.9091	5.0489	11
4	27.50	2.8868	4
5	26.0	3.6332	6
6	22.0	3.2660	7
ALL	26.94	5.0392	59

Language Dominance

The language dominance and proficiency was assessed subjectively by classroom aides and teachers. The results of this assessment is presented on page 12.

In order to determine the relationship between performance on the MAT: Primary I, (Reading Subtest) and other measures administered by BECOM, the coorelation coefficient (Pearson r) between each of the measures and MAT was computed. The tables below present this data.

TABLE 38

Comparison: MAT: Primary I (Reading Subtest)

April 76 and Other Measures

Grade 2

$\bar{X}$ MAT: Primary I (Reading Subtest) April 76 = 38.73
s = 8.7900
n = 66

Test Name	$\bar{X}$	s	p-value	r
SWCEL				
Vocabulary	20.63	2.733	.493	.4896*
Pronunciation	26.49	2.780	.346	.3884*
Structure	43.01	26.026	.017	.6112*
Total	90.14	28.791	.000	.6550*
Self Concept	26.94	5.0392	.282	.0423
MAT: Primary I (Reading Subtest) October 75	23.32	9.2891	.086	.5926*

* = significant at .01

THIRD GRADE

As per program design, all children in Grade 3 in 1975-76 received 30 minutes, 3 times/week, English as a Second Language instruction utilizing CORE 4 materials. Additionally, two days per week, students received Oral English Language Arts materials and activities. The supervision of the ESL instruction was by the BECOM ESL Specialist. Instruction was provided by classroom teachers.

Although program design provided for only ESL instruction in Grade 3 in FY 75-76, Choctaw story books were additionally made available for use by classrooms during story hour. BECOM curriculum personnel utilized story books designed for 1st grade in these classrooms.

The table below indicates the number of CORE 4 lessons completed in each target 3rd grade classroom.

Locale	Number of CORE 4 Lessons Completed FY 75-76
1	19
2	22
3	28
4	22
5	16
6	11

As no third grade instructor had had prior experience with systematic ESL instruction, the development of teaching methodologies and skills precluded the completion of the number of expected lessons. Training in this area is discussed in Chapter III, Training.

Pupils in Grade 3 were administered the Metropolitan Achievement Test: Primary II, by classroom teachers during October 1975 and April 1976. The test was administered in English following MAT instructions. Scoring was accomplished through MAT scoring services. Scores are standard scores. As per evaluation design, these results serve as baseline (and 76-77 pre-test) measures.

The following tables provide a comparison of Third grade reading and math achievement as measured by MAT: Primary II, between October 1975 and April 1976.

TABLE 39

Comparison: Fall 1975 and Spring 1976

Metropolitan Achievement Test: Primary II (Reading Subtest)

Grade 3

Locale	$\bar{X}$ October 75	s	$\bar{X}$ April 76	s	t
1	46.21	7.3062	49.47	7.8770	1.8040
2	48.21	11.9330	42.26	8.6528	1.7595
3	48.66	4.0751	43.50	6.8024	1.9920
4	52.41	14.1900	50.00	5.0091	.5547
5	59.75	17.9699	51.33	6.0277	.8738
6	52.00	16.9853	52.66	9.1378	.1026
ALL	48.91	12.3748	47.74	8.3233	.7586

TABLE 40

Comparison: Fall 75 and Spring 76

Metropolitan Achievement Test: Primary II (Math Subtest)

Grade 3

Locale	$\bar{X}$ October 75	s	$\bar{X}$ April 76	x	t
1	46.45	6.9377	51.30	9.2407	2.5693*
2	44.73	9.3026	53.68	9.0680	3.0030**
3	49.41	5.1427	53.16	6.8468	1.5170
4	39.41	7.8446	53.75	6.7437	4.8019***
5	46.51	13.8203	63.33	10.2632	1.8477
6	52.44	7.8916	66.11	9.7268	3.2741**
ALL	46.49	10.0579	54.54	9.2407	5.6639***

The results from the April 1975 administration of the MAT: Primary II battery were compared to the results from April 76 testing. Those comparisons are presented below. (It should be pointed out that the administration of the MAT in April 75 was not properly controlled (and not under the direction of BECOM), thus the validity of the scores is suspect.)

TABLE 41

Comparison: April 75 and April 76

Metropolitan Achievement Test: Primary II (Reading Subtest)

Locale	$\bar{X}$ April 75	s	$\bar{X}$ April 76	s	t
1	46.60	9.5764	49.47	7.8770	1.2514
2	no data reported for 75 for Locale 2				
3	45.00	5.6199	43.50	6.8024	.5983
4	57.37	7.5202	50.00	5.0091	2. 51
5	54.0	4.3588	51.33	6.0277	.6217
6	47.0	8.0124	52.66	9.1378	1.4588
ALL	48.13	8.8709	47.74	8.3233	.2724

TABLE 42

Comparison: April 75 and April 76

Metropolitan Achievement Test: Primary II (Math Subtest)

Locale	$\bar{X}$ April 75	s	$\bar{X}$ April 76	s	t
1	48.00	7.2168	51.30	9.2407	1.5964
2	no data for locale 2		---	---	---
3	53.00	4.3684	53.16	6.8468	.0690
4	60.37	8.9592	53.75	6.7437	1.7805
5	63.6	3.0550	63.33	10.2632	.0436
6	53.0	3.8209	66.11	9.7268	3.8100
ALL	52.43	7.0631	54.54	9.2407	1.5996

The results presented in the above tables indicate:

Tables 39 and 40:

1. No significant rise in English Reading Achievement was recorded at any locale during School year 75-76. Thus, the effect of three one-half hours per week of ESL was negligable. It is recommended that the amount of ESL be increased to at least 5 hours per week.
2. The decrease in Standard Deviation in MAT Reading indicates that the ESL program and Third Grade English program benefitted poorer students greater than it did better students.
3. Significant increases in Math Achievement were recorded at three locales. The academic achievement of limited English speakers in the abstract learning involved in Math has been recorded by other programs and s ems not to be ffected greatly by English proficiency levels.

Tables 41 and 42.

1. Comparison of April 75 and April 76 achievement results indicates a decrease in Third grade achievement. This decrease should be attributed to the entire school setting and school curriculum and not to the effect of the ESL program. (ESL is the only BECOM activity in Third Grade.) A variety of factors (outside the responsibility of BECOM) impinge on this achievement. These factors and the responsibility for reotifying them remains the responsibility of the BIA school personnel.

Pupils in Grade 3 were administered the SWCEL Test of Oral English Proficiency in November 1975, by members of the BECOM staff. Tables 43-46 present the results of that testing. Testers were trained by the BECOM evaluator. (Summaries of the testing data are presented in Interim REport, January 76.)

TABLE 43

SWCEL Test of Oral English Proficiency

Subtest 1: Vocabulary

Grade 3

Locale	$\bar{X}$	s	n
1	21.87	2.608	39
2	21.78	2.016	19
3	19.615	2.902	13
4	21.25	1.982	8
5	20.87	1.356	8
6	21.00	2.160	4
ALL	21.35	2.456	91

TABLE 44

SWCEL Test of Oral English Proficiency

Subtest 2: Pronunciation

Grade 3

Locale	$\bar{X}$	s	n
1	28.12	2.446	39
2	26.92	2.840	19
3	27.03	2.854	13
4	27.62	1.808	8
5	25.688	1.889	8
6	26.37	1.702	4
ALL	27.38	2.542	91

TABLE 45

SWCEL Test of Oral English Proficiency

Subtest 3: Structure

Grade 3

Locale	$\bar{X}$	s	n
1	77.87	30.386	39
2	65.05	33.679	19
3	40.15	27.150	13
4	56.87	32.278	8
5	56.62	16.903	8
6	65.75	37.880	4
ALL	65.20	32.350	91

TABLE 46

SWCEL Test of Oral English Proficiency

Total Score - Grade 3

Locale	$\bar{X}$	s	n
1	127.87	33.382	39
2	113.76	36.211	19
3	86.80	31.910	13
4	105.75	34.385	8
5	99.18	18.518	8
6	113.25	41.458	4
ALL	113.94	35.499	91

Third grade pupils were administered the BECOM developed Self Concept Score developed from the IOX instrument. The measure was administered in Choctaw by BECOM staff trained by the BECOM evaluation specialist. The table below gives the results from this testing.

TABLE 47

Self Concept

Third Grade

Locale	$\bar{X}$	s	n
1	26.51	5.0448	39
2	30.68	2.7741	16
3	28.08	5.5834	12
4	27.60	5.7581	10
5	28.66	1.5275	3
6	26.62	3.4921	9
ALL	27.64	4.8130	89

The language dominance of pupils in target third grade classrooms was assessed subjectively by classroom aides and teachers. The results of this assessment is presented on page 10.

In order to determine the relationship between performance on MAT: Primary II (Reading Subtest) and other measures administered by BECOM, the coorelation Coefficient (Pearson r) (matched pairs, multiple regression) between each of the measures and Spring MAT: Primary II (Reading Subtest) was computed. The table below presents this data.

TABLE 48

Comparison: MAT: Primary II (Reading Subtest)

April 76 and other measures

Grade 3

$\bar{X}$ MAT: Primary II (Reading Subtest) April 76 = 47.74
s = 7.8770
n = 32

Test Name	$\bar{X}$	s	p-value	r
SWCEL				
Vocabulary	21.46	2.1301	.182	.4526
Pronunciation	27.52	2.3308	.482	.3352
Structure	64.33	33.1540	.513	.4986
Total	113.99	35.8669	.000	.5129
Self Concept	27.65	4.9355	.148	.05328
MAT: Primary II (Reading Subtest) October 75	48.13	8.8709	.561	.4872

TRAINING

Teacher Aides:

BECOM teacher aides received in-service training designed to prepare them to be competent bilingual teaching assistants. Such training included: Choctaw literacy, Bilingual teaching methodologies and the proper use of BECOM and other bilingual materials. Training sessions are listed below:

Session 1

Date:	August 12-16, 1975 (30 total hours)
Topic:	Choctaw Literacy, use of BECOM materials
Participants:	12 Choctaw bilingual aides
Conducted by:	BECOM staff

Session 2

Date:	October 8, 1975 (4 hours)
Topic:	Teaching Choctaw Reading and Reading Readiness
Participants:	12 Choctaw bilingual aides
Conducted by:	BECOM staff

Session 3

Date:	December 22-31, 1975 (45 total hours)
Topic:	Use of BECOM materials, Development of bilingual materials in the classroom
Participants:	12 Choctaw bilingual aides
Conducted by:	BECOM staff

Session 4

Date:	January 2-3, 1976 (6 total hours)
Topic:	Evaluating student progress; use of instruments
Participants:	BECOM aides
Conducted by:	BECOM Evaluator

Session 5

Date:	March 12-16 (40 total hours)
Topic:	Use of Choctaw Materials in the classroom
Participants:	All bilingual aides and classroom teachers in K-3
Conducted by:	BECOM staff

Session 6

Date:	May 17-28, 1976 (80 hours)
Topic:	Preparation of classroom materials
Participants:	12 Choctaw bilingual aides
Conducted by:	BECOM staff

BECOM aide training was evaluated both formatively and summatively. The results of the summative evaluation is presented in the table below. Aides performed self-evaluation utilizing the checklist attached in Appendix E. This self-evaluation was administered after the 1975 BECOM Summer Institute, during In-Service Training Session 5 and after the 1976 BECOM Summer Institute.

n = 12

Criterion*	$\bar{X}$ July 1975	$\bar{X}$ March 1976	$\bar{X}$ July 1976
1	2.41	2.77	3.41
2	2.23	3.0	3.75
3	2.41	3.0	3.33
4	2.25	3.0	3.58
5	2.25	3.11	3.41
6	2.25	3.41	3.25
7	2.08	2.77	3.33
8	2.33	3.0	3.0
9	2.33	2.77	2.91
10	2.0	2.77	2.91
11	2.16	2.55	2.5
12	2.25	2.55	2.5
13	2.16	2.77	3.08
18	2.75	2.55	3.58
19	2.50	2.77	2.83
20	2.41	3.0	3.58
21	2.33	2.88	3.58
22	1.91	2.88	3.08
23	1.91	2.33	3.25
24	1.91	3.0	3.08
26	2.41	2.44	2.91
28	2.25	2.22	2.75
29	2.33	3.0	3.41
30	2.41	2.88	3.25
31	1.33	2.77	2.91

* Criterion correspond to items on appended checklist. Rating is on a 1 to 4 scale. The higher number indicates positive rating.

Classroom Teachers:

Classroom (certified) Teachers received in-service training in the use of CORE ESL materials, ESL methodologies, and the management of a bilingual bicultural classroom. ESL Training was accomplished by the ESL specialist. The ESL specialist visited each classroom once per week. On these visits, he observes the classroom teachers conduction of ESL instruction, provides written and verbal feedback and demonstrates lessons and ESL teaching strategies. Classroom management training was provided to classroom teachers during In-Service Training Sessions 1 and 5. Furthermore, BECOM Evaluation Specialist and BECOM Director met with teachers to provide formative information to improve classroom instruction and inhance the team-teaching effort between aides and teachers.

Teachers were rated in November and May by the ESL specialist on 11 preferred behaviors for ESL teachers. Teachers also supplied self ratings of their competencies on these behaviors, in May 1976. The results of these ratings is presented below. A copy of the criterion for assessment is provided in Appendix E.

n = 18

Criterion*	$\bar{X}$ November 1975	$\bar{X}$ May 1976	$\bar{X}$ May 1976 (Self-rating)
I	2.37	3.16	3.18
II	2.04	3.09	2.98
III	2.28	3.22	3.12
IV	2.01	3.09	3.09
V	1.97	3.16	3.16
VI	1.88	2.79	2.75

* Criterion correspond to general headings in rating form. Rating is on a 1 to 4 scale. The higher number indicates positive rating and a lower number a negative rating.

In May 75, teachers were furthermore rated as to their general implementation of Choctaw Bilingual Education. This rating was accomplished by the BECOM evaluator after 3 hours of classroom visitations.

BECOM
S76

BECOM SKILLS CHECKLIST

our Name_____
id you attend the BECOM Summer Institute during the Summer 1975?_____

Task	cannot perform task	can perform task with help	can perform task	can teach others task
. Teach a lesson using the Choctaw language throughout the lesson	____	____	____	____
. Compose and write short personal notes in Choctaw to friends	____	____	____	____
. Translate written Choctaw to written English	____	____	____	____
. Translate written English to written Choctaw	____	____	____	____
. Translate oral Choctaw to oral English	____	____	____	____
. Translate oral English to oral Choctaw	____	____	____	____
. Read Choctaw aloud for an audience	____	____	____	____
. Prepare lists and notes in Choctaw for personal use (for example, shopping lists,etc)	____	____	____	____
. Transcribe Choctaw stories,anecdotes, etc. from tape and from dictation	____	____	____	____
0. Write a report, essay or story in Choctaw	____	____	____	____
1. Take notes on meetings and addresses given in Choctaw	____	____	____	____
2. Prepare notes in Choctaw for an oral speech	____	____	____	____
3. Write lesson plans in Choctaw	____	____	____	____
---				
8. Read Choctaw with understanding (several sentences)	____	____	____	____
9. Read Choctaw with understanding (several paragraphs)	____	____	____	____

TASK	cannot perform task	can perform task with help	can perform task easily	can teach others task
20. Construct materials for use in developing Choctaw vocabulary in the classroom setting	____	____	____	____
21. Supervise pupils' tasks which include work with Choctaw words and sentences	____	____	____	____
22. Prepare a 15 minute talk defending bilingual education and discussing the need for bilingual education in your classroom	____	____	____	____
23. Locate resource people or materials to be used in a Choctaw bilingual classroom	____	____	____	____
24. Locate material or information about bilingual education and evaluate its possible use in your classroom	____	____	____	____
-------				
26. Show and tell another person something about Choctaw grammar	____	____	____	____
------				
28. Point out some grammatical differences between English and Choctaw	____	____	____	____
29. Prepare posters, signs and bulletin boards in Choctaw	____	____	____	____
30. Take a lesson plan, or lesson outline written in English, prepare the materials for that lesson and teach it	____	____	____	____
31. Prepare an evaluation tool to evaluate the success of your teaching in one subject (for example, reading, etc.)	____	____	____	____

Choctaw students at Mississippi State University participating in the Teacher Training Program demonstrated several problems. These problems, the result of their high school preparation, are directly reflected in their college performance:

1) Choctaw students demonstrate inadequate high school prepration

   a. Poor Oral English Skills (syntax, public speaking, etc.)
   b. Poor English Comprehension skills
   c. Poor English Reading skills
   d. Poor English Composition skills (report researching and writing, paragraphy composition, etc.)
   e. Some students lack high school prerequisites courses (e.g., Algebra, etc.)

2) Students have poor study habits

3) Students have poor attendance record in classes

4) Personal finance problems

5) Personal (family) problems

6) Major adjustment to college atmosphere

Summary reports of Fall and Spring student progress are presented in Appendix H of this report.

Teacher ID No.	Criterion 1*	Criterion 2	Criterion 3	Criterion 4	Criterion 5
101	4	3	3	3	4
102	2	2	3	2	3
103	2	2	2	2	2
104	1	2	2	1	2
105	4	3	3	3	3
106	3	2	3	2	3
201	2	2	3	3	3
202	3	2	2	1	1
203	4	3	4	2	4
301	4	3	3	3	4
302	2	2	3	1	3
303	3	3	3	2	3
401	4	3	3	4	3
402	2	2	2	2	1
501	3	3	3	4	3
502	1	1	3	2	3
601	4	4	3	4	4
602	1	2	3	4	4

* Criterion 1 Attitude toward bilingual education
Criterion 2 Effective use of bilingual aide
Criterion 3 Intr-class groupings
Criterion 4 Ability to design and conduct bilingual bicultural lessons
Criterion 5 Ability to manage pupil behavior

Rating was on a 1 to 5 point scale. The higher number indicates a positive rating and a lower number a negative rating.

BECOM Paraprofessionals:

BECOM para professionals (Choctaw Language Specialists and Choctaw Language Assistants) received on-the-job training in Choctaw literacy, the development of bilingual bicultural teaching materials and in the teaching strategies for use in bilingual classrooms.

Pre-Service Training at Mississippi State University:

The attached table provides information concerning the progress of the Pre-Service Teacher Training Students enrolled at Mississippi State University during FY 75-76. Certain of these students participated in the BECOM Summer Bilingual Institute. Their achievement in that Institute is reported in the section concerning the Summer Bilingual Institute.

BECOM TEACHER TRAINING STUDENTS AT MSU

NAME	Hours completed before Fall 75	Hours attempted Fall 75	Grades Fall 75	GPA Fall 75	Hours Attempted Sp 76	Grades Sp 76	GPA Spring 76	Cumulative GPA through Sp 76	Hours completed in Bilingual Curr	Summer Inst' Grad
Lloyd Edsell Gibson	97	12	EDE 4433 - C EPY 1053 - D EPY 1073 - B MIC 1123 - C	2.00	18	AN 1102 - C EDE 4403 - C EDE 4423 - C MUE 2513 - U	1.66	1.93	12	did not attend
Roy Wade Jim	100	13	EDE 3433 - C EDE 3471 - C EDE 4433 - I GR 1013 - U MA 1013 - U	1.14	15	EDE 4423 - C EPY 1073 - C MUE 2513 - WU EDE 1413 - C EDE 4003 - B	2.25	2.30	15	C
Janis Jimmie[1]	6	12	HI 1053 - B MA 1013 - C PE 3233 - B MA 1013 - U	2.50	0	0				
Deborah Martin[2]	12	12	EPY 1053 - U MA 1013 - U PE 3123 - B PH 1023 - C	2.00	0					
Patricia Martin	12	12	HI 1053 - U MA 1013 - U PE 3123 - B PH 1023 - C	2.00	15	EDE 4003 - U EPY 1073 - F PH 1013 - F AN 1103 - F	0.00	0.50	6	did not attend
Virgil Sam	12	15	HI 1003 - F MA 1013 - WP MIC 1123 - F MUE 1113 - F	0.00	15	AN 1103 - F EDE 4003 - D HI 1053 - D MA 1013 - F	.50	1.00	18	B
Pamela Smith	42	12	EN 1203 - C EPY 1053 - A MA 1013 - WP MUE 1113 - F	2.66	18	HI 1003 - D EDE 1413 - B EDE 4003 - A GG 1013 - C	2.50	2.52	18	A

BECOM Teacher Training Students At MSU

NAME	Hours completed before Fall 1975	Hours attempted Fall 1975	Grades Fall 1975	GPA Fall 1975	Hours attempted Spring 1976	Grades Spring 76	GPA Spring 76	Cumulative GPA through Spring 76	Hours completed in Bilingual Curr	Summer Ins grade
Gwendolyn Thompson[3]	30	15	EDE 4433 - WP EDE 4453 - WP EPY 1073 - WP PE 3233 - F	0.00	0					B
Charles Tubby	0	Entered, dropped out after two weeks								
Donna Williams[4]	38	15	~~PH 1023 - F~~ EPY 1043 - B EPY 2123 - C MA 1013 - U ~~PE 3123 - B~~	2.00	15	AN 1103 - EDE 4003 - B EDE 4413 - I HI 1003 - F	.75	1.93	18	B
Ina Frazier	15	12	HE 1053 - WF MA 1013 - WF MIC 1113 - WP PH 1013 - WP	0.00	0					

1 Dropped out of program to get married, now attending MSU night school.
2 Dropped out of program for health reasons.
3 Dropped out of program for personal financial reasons.
4 Dropped out of program for family reasons.
5 Dropped out of program for family reasons.

Summer Bilingual Institute:

The BECOM Summer Bilingual Institute was held, June 7 to July 9, 1976 at Choctaw Central High School. Three courses, credit from Mississippi State University, were offered. Staff for the Institute were drawn from the BECOM Project staff. The three courses will be discussed individually.

EDE 3516 (Preparation of Bilingual Bicultural Materials and Practicum)
6 Credit Hours

Participants in the course were 36 credit students and 7 non-credit students. The demographic breakdown of the students is as follows:

BECOM Teacher Aides	12
MSU Pre-Service Students	4
Follow Through or Title I Aides	20
ABE Teacher	1
BIA Aides	5

All participants were native speakers of Choctaw.

The course followed the MSU catalogue description for the course and called for the upgrading of Choctaw literacy skills, the development of materials preparation and use skills, the development of bilingual curriculum and the coordination of behavioral objectives with classroom instruction. Emphasis was placed on the development of classroom materials which taught behavioral objectives and whose value could be evaluated. (See attached schedule.)

Instructors were:

Loren Nussbaum, BECOM Staff Linguist
Ken York, BECOM Director
Pat Denny, BECOM Materials Developer
Carolyn Reeves, MSU Teacher Training Director
Robert Scott, BECOM Evaluator
Gail Wilson, BECOM Choctaw Language Specialist

The following consultants were utilized:

Mrs. Betty Jacobs, Oklahoma Choctaw Bilingual Education Project, Choctaw Language Arts
Mr. Randy Jacobs, Oklahoma Choctaw Bilingual Education Project, Bicultural Education
Mrs. Margaret Wendell, Summer Institute of Linguistics, Literacy
Dr. Mary Galvan, University of Texas, ESL

Grades for the course were as follows:

A	8
B	19
C	8
D	0
F	1

EDE 3516: Preparation of Bilingual - Bicultural Materials and Practicum

Schedule of the Institute

	Monday	Tuesday	Wednesday	Thursday	Friday
8:am to 8:50 am	Lecture: Behavioral Objective	Lecture: Social Studies Reading, Math	Lecture: Behavioral Objective	Lecture: Reading, Writing	Lecture: Behavioral Objective
8:50 to 9:45 am	Lab: Objectives	Curriculum Development Projects	Lab: Objectives	Curriculum Development Projects	Lab: Objectives
9:45 to 10:00 am	break				
10:00 am to 12:00 pm	Practicum				
12:00 noon to 1:00 pm	Lunch				
1:00 pm to 2:00 pm			Curriculum Development Projects		
2:00 pm to 2:15 pm	Break				
2:15 pm to 3:30 pm			Materials Development Projects and Assignments		

EDE 8433 (Elementary Curriculum for Bilingual Classrooms) 3 Credit Hours

There were 5 credit and 6 non-credit participants in the course. The demographic breakdown of the participants is as follows:

Classroom Teachers

Grade K	1
Grade 1	2
Grade 2	1
Grade 3	3
Grade 4	1

Follow Through Program Assistants 3

Three participants were Choctaw Bilingual while the others were monolingual English speakers.

The course followed the MSU course outline, however, additional emphasis was made on the development of particular curricula which meet the specific needs of children from limited English speaking backgrounds. (See attached schedule.) The various models of bilingual curricula and ESL curricula were investigated. Participants were required to develop curricula outlines which would be suitable for use in their individual classrooms. The role of evaluation in curriculum planning and development was discussed and students given the opportunity to develop appropriate evaluation tools for their classroom use.

EDE 8433, Elementary School Curriculum
12:30 p.m. Conference Room, Choctaw Central Elementary
Dr. R. Scott & Dr. C. Reeves

Daily Schedule

June	7	Orientation to class, establishment of requirements, etc.
	8-9	No Class (Follow Through Workshop)
	10	Needs Assessment: Why? How?
	11	Lecture/discussion: Historical and philosophical perspective of curriculum (Ch 1,2,17)*
	14-16	Mary Galvan (ESL & English Language Arts)
	17	Looking at children.Guest Speaker: Russel Baker (Learning Styles) (Ch 3*& Ch 2-3, Better Chance to Learn)
	18	Guest Speaker: Mrs Randy Jacobs (Language Arts) (Ch 9)*
	21	Curriculum Organization (Ch 5-6)*
	22	Curriculum Organization (Ch 7-8)*
	23	Guest Speaker: Mr. Jimmie Gibson (The BIA Elementary Curriculum Plan)
	24	Discussion of projects, papers and courses of study. presentation of resources, etc.
	25	Social Studies (Ch 10)*
	28	Reading. Guest Speaker: Dr. Carolyn Reeves
	29	Career Education. Guest Speaker: Dr. E. Boudreaux Social Studies and P.E. (Ch 12-13)
	30	School Health. Guest Speaker: Mr. Binh Art. Guest Speaker: DeLaura Leslie
July	1	Math. Guest Speaker: Al Cearley Guest Speaker: Bill Brescia
	2	Bilingual Education. Guest Speaker: Ken York
	6	"The whole Curriculum Picture" Dr. Reeves. (a.m.) work on projects, courses or study (p.m.)
	7	Evaluation: why? how? (a.m.) Behavioral Objectives, etc. (p.m.) (Ch 4,16)*
	8	Presentation of Projects, courses of study with discussion (a.m. and p.m.) Review of course
	9	FINAL EXAM

* This indicates that these readings are from Ragan & Shepherd. Cognate readings from other sources will also be provided.

NOTE: All papers, courses of study and projects are due on July 8, 1976, but you are encouraged to turn them in earlier if you desire.

COURSE REQUIREMENTS:

1. All students are required to take the final exam
2. Each student will do either a course of study, a project or a paper. (student's choice)
3. Course grades will be based on 40% Final Exam and 60% project, course of study, or paper.
4. Requirements for papers, courses of study or projects:
   a. all must be approved prior to beginning on them
   b. all papers must be of graduate school quality, typed, no spelling or grammatical problems, documented, etc.
   c. quality is more important than quantity

Selected Bibliography for course:

Ragan and Shepherd. Modern Elementary Curriculum.

Short and Marconnit. Contemporary Thought on Elementary School Curriculum.

Michaelis, Grossman and Scott. New Designs for Elementary School Curriculum

Good and Brophy. Looking in Classrooms.

BIA Curriculum Bulletin #3. Bilingual Education for American Indians.

OCR Publication #51. A Better Chance to Learn: Bilingual-Bicultural Education.

BIA Curriculum Bulletin #5. A Kindergarten Curriculum Guide for Indian Children.

Popham. An Evaluation Guidebook.

.... and other books, articles, resources, etc. as they are uncovered and made available.

The instructors for the course were:

Dr. J. Robert Scott, BECOM Evaluation Specialist
Dr. Carolyn Reeves, MSU Teacher Training Director

The following consultants were utilized:

Dr. Mary Galvan, University of Texas, The Role of ESL in the bilingual curriculum
Mrs. Randy Jacobs, Oklahoma Choctaw Bilingual Education Project, Bicultural Language Arts for Choctaw Children

Grades were as follows:

A 4
B 1

EDE 6443 (Language Arts) 6 credit hours

There were 5 credit and 3 non-credit students enrolled in this course: five classroom teachers, 2 Follow Through Program Assistants. The course was designed to provide intensive training in the development of ESL methods, materials and teaching strategies. Personnel enrolled in the course received training in the classroom use of English language arts and in the linguistics necessary for their individual development of classroom materials. During the course, intensive individual instruction was provided to participants by Dr. Mary Galvan. The course was taught by Charles Gillon, BECOM ESL Specialist. Course grades are:

A 1
B 2
Withdraw 2

Particular problems arise when offering courses for credit for classroom teachers. Most of the BIA classroom teachers already have at least a BS degree and many a MA. Thus, the incentive for attendance is for personal development, for education beyond the BS plays no role in their professional advancement. Additionally, classroom teachers' tuition is not provided for in the BECOM training budget, thus, their participation depends on their own paying for tuition, a condition many were not willing to subscribe to. Thus, participation by the teachers of target children was far less than desired for future classroom implementation. In the future, if teachers are to be included in the for-credit portion of the Summer Institute, arrangements must be made for portions of their tuition and additional incentives developed. Perhaps the Bureau of Indian Affairs should develop a program for training classroom teachers who have their degrees by mandating bilingual bicultural education as one of its goals.

Parental Involvement:

The concept of parental involvement in the development and operation of Choctaw education is new to the Choctaw people. In the past the BIA has run the schools from the agency with little input from community members. This condition, however, continues generally. Tribal members have organized a Choctaw School Board, to which the BECOM program is responsible. The members of this school board are elected by the Choctaw communities. The Choctaw School Board provides administrative direction to the BECOM program. Through this school board, the community feelings are input into the program.

Each of the six Choctaw communities organize annually a community organization, encompassing all members of each community. It is during this organization that each community elects a member to the BECOM Advisory Board. This advisory board makes recommendations to the Project Director concerning direction for the development of the Choctaw curriculum. These community meetings are held monthly and a member of the BECOM staff attends these meetings, to report on Project progress and solicit community input. The community organizational secretary maintains record of all issues discussed at these meetings.

There are six BECOM Advisory Board members. All are native speakers of Choctaw, residing in the Choctaw communities. All have limited reading and speaking skills in English, although most of them are high school graduates. Choctaw is the first language in all of their homes.

The Advisory Board members are:

Community	Advisory Board Member
Tucker	Louise Chapman
Pearl River	Annie Sue Farve
Conehatta	Velma K. Jimmie
Red Water	Billy Gene Tubby
Bogue Chitto	Lola Jackson
Standing Pine	Arlie Dee York

Each Advisory Board member receives a copy of every curriculum material developed or adapted. Comments and opinions about these materials are solicited from the Advisory Board. With the addition of a Community Involvement Specialist to the staff of the BECOM Project, BECOM progress can more readily be dessimilated to community members and community input more easily integreated into the project. Additionally, since all but 4 of the BECOM staff are Mississippi Choctaws and live in the various reservation communities, community input is fed into the program through their program efforts and daily associations in various community activities.

Community members are further informed of the activities and progress of the BECOM project through the Choctaw Community News. This monthly tribal newspaper provides the program with one full page for news and pictures.

During the BECOM Summer Institute (June - July 1976), two Advisory Board members received literacy training and training in the use of Choctaw as a instructional medium. They provided the program with direction in the development of the BECOM math materials.

The attitude and opinions of parents toward education and bilingual education were surveyed during June, 1976. The summary of this survey is presented in Appendix G.

Program Management

The management component of the BECOM project is charged with:

1) the organization and planning of the several in-service and pre-service training sessions,

2) the development and continuing laison between the BECOM project and the BIA schools and other tribal educational programs,

3) the management of fiscal matters, e.g., finance, office space, etc.,

4) the development and implementation of the annual evaluation design,

5) the periodic staff meetings to review needs and progress of the program.

During FY 75-76, these responsibilities were carried out by the BECOM director, the BECOM evaluator, and the tribal finance office. BECOM director scheduled training sessions and organized the agenda for those sessions (See Chapter III, Training). Laison between programs was carried out as the result of intensive effort of the BECOM director to persuade tribal and BIA programs to begin the use of bilingual methodologies and philosophies in their program activities (See Chapter IV). Financial matters are conducted through the Tribal Finance Office, which provides the BECOM Director with a monthly balance sheet. The development and implementation of the Evaluation Design is the responsibility of the BECOM evaluator. This report is the culmination of the implementation of the 75-76 evaluation design.

CHAPTER IV

Interactions with Other Educational Programs

During the Course of FY 75-76, the BECOM program took opportunities to coordinate its activities and program with other tribal, BIA and IHS educational programs. These opportunities were used to try to coordinate efforts to reduce duplication of effort, to try to provide these programs with bilingual methodologies and to try to instill in these programs the need for bilingual education in the classroom. Efforts with certain programs met with extreme success, while efforts with other programs met with less success. It is believed that future development of positive relations between programs can provide guidance, direction and cooperation thus bettering the educational impact of each of the programs.

Interaction with the Choctaw Follow Program -

During the FY 74-75 conflict between the BECOM and the Follow Through programs (both operating in K-3) existed. This conflict surrounded two central areas: 1) the use of Choctaw as the medium of instruction and; 2) the use of systematic ESL methodologies. The Follow Through program insisted that instruction should be in English utilizing the "language experience" approach to learning English. Professional educators, educational theorists and linguists insist that this approach is not the most efficient method of accomplishing the goals of bilingual education, or the most appropriate method for teaching children of limited English speaking backgrounds. During the course of FY 75-76, this situation has been rectified to some extent. Follow Through personnel have been trained and oriented to the goals and procedures of bilingual education and the content area instruction in the classroom is now accomplished in Choctaw. ESL instruction is being accomplished utilizing a compromise systematic methodology. With Follow Through's hiring of a former BECOM employee as Director, the adjustment of the Follow Through program to the ideals of bilingual education has been proceeding. The Summer Bilingual Institute, operated by BECOM, provided over 200 hours of training for Follow Through staff. With this training and the increased dialog between the two programs, the development of coordinated effort is anticipated in FY 76-77.

Interaction with Choctaw Head Start:

The BECOM program provided the Choctaw Head Start Program with opportunities for training of Head Start staff in the development and utilization of Early Childhood Bilingual Education. During the course of FY 75-76, 9 Head Start teachers acquired Choctaw literacy skills from BECOM training, furthermore, storybooks and language arts materials developed by BECOM for kindergarten use were made available to Head

Start for their use. Future coordination between the goals and curriculum of the BECOM and Headstart programs is anticipated in FY 76-77 as a result of planning sessions proposed by the BECOM director.

Interaction with the BIA Educational Program:

Despite assurances and encouragement from BIA Educational personnel within the Choctaw Agency, the cooperation and implementation of bilingual education in the Choctaw Schools remains a slow and developing process. Certain BIA supervisors, although they recognize the need for education appropriate for children of limited English speaking backgrounds, do not provide the support and direction that teachers feel is necessary for the complete and proper implementation of bilingual education. Annual BIA personnel changes has required that the BECOM project in many cases begin from the ground each fall. In most bilingual schools, the bilingual program is meshed with the existing school curriculum, however, the lack of a BIA curriculum (for these schools) has forced the BECOM program to develop its own curriculum which is more extensive than usually required of bilingual programs. Generally, the overt attitude of BIA classroom and supervisory personnel has remained one of cool reception. Additional training and orientation (both through pre- and in-service training) will attempt to instill in these persons the need for and expected results of a bilingual program.

The bilingual program has made available during the FY 75-76, the following in-service training for BIA teachers:

Individual Training

a. BECOM ESL Specialist met with each teacher 2 hours per week to demonstrate, evaluate and plan classroom ESL instruction,

b. BECOM curriculum personnel met with each teacher on average of 2 hours per month to assist in the planning and development of individual classroom bilingual materials and procedures,

c. BECOM Measurement and Evaluation Specialist met with each teacher monthly to develop classroom evaluation procedures and instruments and to provide formative information derived from the program evaluation, to be used in classroom planning.

Group Training

a. BECOM staff conducted a 2 day orientation and training workshop prior to the start of school August 1975.

b. During Christmas break, BECOM staff conducted a 2 day training session dealing with classroom roles of teachers and aides and ESL methodologies,

c. During the Christmas break, BECOM staff conducted a 1 day seminar and workshop dealing with curriculum in K-3 for bilingual classes,

d. Two courses (200 hours of instruction) were offered to teachers during the BECOM Summer Institute. These courses covered ESL methodologies and the curriculum for schools enrolling a majority of children from limited English speaking backgrounds.

Interaction with Choctaw Adult Basic Education Program:

BECOM staff, as per the FY 75-76 BECOM proposal, developed initial Choctaw Literacy materials for use in the ABE program. BECOM staff, furthermore, provided a two day workshop (August, 1975) for the ABE staff in the use of these materials. The continued interaction in the area of adult literacy is anticipated as one ABE teacher participated in the BECOM Summer Bilingual Institute acquiring skills in the teaching of literacy skills.

Interaction with Choctaw Continuing Education Office:

The Choctaw Continuing Education Office is charged with the higher education of Choctaw people. BECOM pre-service students at MSU were processed through this office. Furthermore, the BECOM director worked with the Continuing Education director to recruit students for the MSU program and find additional funds for their education. During the Summer Institute, that office provided scholarship (one-half of tuition) to Choctaw college students who were desirous of attending the Institute. 13 students received funds through this office.

Interaction with the Choctaw Career Education Program:

The Choctaw Tribe operates a Title IV, Career Education program in the BIA schools. BECOM curriculum personnel and evaluator met on occasion with the Career Education program to work out cooperation between the two programs and to insure that no duplication of effort was occuring. BECOM staff assisted the Career Education staff in the development of materials in Choctaw to teach career oriented subjects. Interaction between these two programs is allowing for the joint development of a viable bicultural education program.

Interaction with BIA Title I Program:

Attempts were made by the BECOM Director to integrate into the Title I program, several of the concepts of bilingual education pertaining to reading. The BECOM director offered materials and staff support to Title I on several occasions, however, that program continues to pursue the traditional English reading approaches. BECOM has suggested the use of ESL and Choctaw Reading methodologies for Choctaw Title I students - - evidence supports the conclusion that the primary cause of reading failure among Choctaws is lack of English proficiency - - however, these suggestions have not been acted on. Future interactions with Title I will be centered on the development of an ESL and Choctaw reading program in Title I.

Interaction with Indian Health Service and Choctaw Health Department:

BECOM staff have met with IHS health educators on several occasions to provide them with information concerning the use of Choctaw in school health education. To date, BECOM has developed 2 instructional units dealing with personal hygiene (science). These materials were developed for use in Language Arts, however, they deal with health related matters. Future plans include training IHS health educators in bilingual methods and the development of Choctaw instructional materials.

APPENDIX A

BECOM Staff

Kennith H. York	Director
Alvin G. Cearley, Ph. D.	Staff Linguist
Loren Nussbaum	Staff Linguist
J. Robert Scott, Ph. D.	Measurement and Evaluation Specialist
Charles Gillon	English as a Second Language Specialist
Patricia Denny	Curriculum Specialist
Gail Wilson	Choctaw Language Specialist
Gwen Thompson	Choctaw Language Assistant
Marguerite Ben	Choctaw Language Assistant
Francine Alex	Secretary
Theron Denson	Part Time Illustrator

Classroom Aides:

Ava Dee Joe	Choctaw Central Elementary School
Homer J. Sockey	Choctaw Central Elementary School
Ida Johnson	Conehatta Boarding School
Fannie Williamson	Conehatta Boarding School
Annie Merle Anderson	Tucker Day School
Mary Jane Robinson	Tucker Day School
Emma King	Bogue Chitto Boarding School
Effie Bell	Bogue Chitto Boarding School
Alma Willis	Standing Pine Day School
Agnes Johnson	Standing Pine Day School
Roseanna Tubby	Red Water Day School
James Billy	Red Water Day School

APPENDIX B

BECOM Developed Materials

Bibliography

Bibliography of Choctaw Materials

Description	Subject Area	Grade Level	Language
Reading Readiness Lesson 1A-11S	Language Arts	K	Choctaw
Math Readiness Lessons 1A-5B	Math	K	Choctaw
* Hosi Ist Anopa - Story Book	Language Arts/Math	K-3	Choctaw
Hosi Ist Anopa - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
Hosi Ist Anopa Bulletin Board	Language Arts	K-3	Choctaw
* Boastful Man - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
Choctaw Christmas - Story Book	Story Book	K-3	Choctaw
How Rabbit Became a Thief - Story Book	Language Arts	K-3	Choctaw
How Rabbit Became a Thief - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
* Indian Meets Bear - Story Book	Language Arts	K-3	Choctaw
Indian Meets Bear - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
Soloman Tubby's Animals - Story Book	Language Arts	K-1	Choctaw
Soloman Tubby - Teacher's Guide and Activities	Math	K-1	Choctaw
* Nawaho Alla - Story Book	Language Arts/Social Studies/Reading	K-3	Choctaw
Nawaho Alla - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
* How Possum Scared Wildcat - Story Book	Language Arts	K-3	Choctaw
How Possom Scared Wildcat - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
* How Possom Tricked Old Wolf - Story Book	Language Arts	K-3	Choctaw
How Possum Scared Wildcat - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
* Turtle and Deer Race - Story Book	Language Arts	K-3	Choctaw
Turtle and Deer Race - Teacher's Guide and Activities	Language Arts	K-3	Choctaw
Cinnoti Poster	Language Arts/Science	K-3	Choctaw
Cinnoti Poster - Teacher's Guide and Activities	Language Arts/Science	K-3	Choctaw

Description	Subject Area	Grade Level	Language
Breakfast Book - Language Experience	Language Arts	1	Child's Own
Big Brown Bear - Story Book	Language Arts	K-3	Choctaw
Reading Lessons 1-11	Language Arts	1-2	Choctaw
Beginner's Dictionary	Language Arts	K-3	Choctaw
Turtle and Deer Race - Flannel Graph	Language Arts	K-3	Choctaw
Syllable Game	Reading	1-2	Choctaw
Rhebus Read Along	Reading	1-2	Choctaw
Word Game	Reading	K-1	Choctaw
Listen and Read	Reading	1-2	Choctaw
Syllable Recognition Worksheets	Reading	1-2	Choctaw
Listen-and-Read - Syllable lessons 1 through 12	Reading	1-2	Choctaw
Read and Answer - Lessons 1 through 4	Reading	1-2	Choctaw
Writing Lessons - 1 through 10	Language Arts/Reading	1-2	Choctaw
Syllable Matching Game	Reading	1-2	Choctaw
Finish The Word - Lessons 1 through 10	Reading	1-2	Choctaw
Selective Spelling - Lessons 1 through 12	Language Arts/Reading	1-2	Choctaw
My People - Bulletin Board Ideas Folder	Social Studies/Reading	K-3	Choctaw
Ben Franklin - Historical Colorbook	Science/Social Studies /Reading	K-3	Choctaw
How Big is a Stick - Story Book	Language Arts/Math	K-1	Choctaw
The Five Senses - Story Book and Activity Package	Language Arts/Science	K-1	Choctaw
Whose Baby Is That? - Story Book	Language Arts/Science	K-1	Choctaw
The Busy Ants - Story Book	Language Arts/Science	K-3	Choctaw
* Racoon and Possom and The Breakfast - Story Book	Language Arts/Math	K-3	Choctaw
Bear Adopts Puppies - Story Book	Language Arts	K-3	Choctaw
How The Man Crossed the River - Story Book	Language Arts	K-3	Choctaw
* Why Owls Live Away - Story Book	Language Arts	K-3	Choctaw
* Hoši Yaya - Story Book	Language Arts	K-3	Choctaw

Description	Subject Area	Grade Level	Language
Animal Poster	Language Arts/Social Studies	K-3	Choctaw
Just Watch Me - Story Book	Language Arts	K-1	Choctaw
Bear and Rabbit Feed Each Other - Story Book	Language Arts	K-3	Choctaw
* Čokfih AIpowa·Apisači - Story Book	Language Arts	K-3	Choctaw
Chanticleer and the Fox - Story Book	Language Arts	K-3	Choctaw
The Emporer's New Clothers - Story Book	Language Arts	K-3	Choctaw
The Dog and the Wolf - Story Book	Language Arts	K-3	Choctaw
*Micco, a Seminole Boy - Story Book	Language Arts/Social Studies	K-3	Choctaw
The Forest Hotel - Story Book	Language Arts	K-3	Choctaw
The Story of the Jay - Story Book	Language Arts/Social Studies	K-3	Choctaw
Racoon and Wolf - Story Book	Language Arts	K-3	Choctaw
Peter and the Wolf - Story Book	Language Arts	K-3	Choctaw
* An Alaskan Igloo Tale - Story Book	Language Arts/Social Studies	K-3	Choctaw
* Nita Balili - Story Book	Language Arts	K-3	Choctaw
* How Day and Night were Divided - Story Book	Language Arts	K-3	Choctaw

* Denotes books also utilized as primary Choctaw readers.

ESL Materials

1. Core Kit
2. Core Workbooks (on order)
3. ESL Games
4. Supplementary Lessons
   - # 1 - Gender in Pronouns
   - # 2 - Pluralization of Nouns
   - # 3 - Past Tense
   - # 4 - Sound Drills
5. Mass Countable Noun Picture File (to be distributed)
6. SWCEL Item Analysis
7. Short Papers and Handouts on Aspects of ESL Teaching Methods
8. ESL Visual Aides Centers

APPENDIX C

CONSULTANT SERVICES

1. Dr. Paul Liberty, Assistant Director, Measurement and Evaluation Center, University of Texas, Evaluation Consultant.
2. Dr. Mary Galvan, Department of Foreign Language Education, University of Texas, ESL & English Language Arts Consultant.
3. Margaret Wendell, Summer Institute of Linguistics, Norman, Oklahoma, Literacy Consultant.
4. Betty Jacobs, Oklahoma Choctaw Bilingual Education Project, Choctaw Language Arts & Bicultural Education Consultant.

APPENDIX D

Summary Statistics

A. Inter-Correlation Matrices

The following tables (1, 2, 3, and 4) provide the intercorrelation (Pearson r) matrices for the instructional variables evaluated during FY 75-76. A list of the variables monitored is presented with each table. Computation was achieved utilizing the program FACTOR, at the University of Texas.

Kindergarten:

Variable Number	Variable Name
1	TOBE (Level K) Math
2	TOBE (Level K) Science
3	October 75 MAT (Readiness)
4	April 76 MAT (Readiness)
5	SWCEL Vocabulary
6	SWCEL Pronunciation
7	SWCEL Structures
8	SWCEL Total Score
9	Teacher's Assessment of Choctaw Language Ability
10	Teacher's Assessment of English Language Ability
11	Aide's Assessment of Choctaw Language Ability
12	Aide's Assessment of English Language Ability
13	BLDT (Choctaw) Score
14	BLDT (English) Score
15	Self Concep
16	Aide's Skill Level
17	Teacher's ESL Teaching Skill Level
18	Teacher's Bilingual Implementation Level

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1		.5517	.4567	.5742	.1794	.1156	.0372	.1329	-.1020	-.0880	.1055	.2063
2			.4978	.5939	.2534	.1240	-.1298	.1441	-.1157	.0529	.0097	.3952
3				.7033	.5170	.4478	.0943	.4634	-.2985	.2827	-.0240	.4582
4					.5311	.4543	.0847	.4353	-.2080	.3416	-.0228	.4673
5						.8723	.2384	.7554	-.1232	.4322	.0045	.3472
6							.2190	.6907	.0705	.4039	.1179	.2736
7								.3285	.0176	.1581	.0037	.0856
8									-.2434	.4761	-.1453	.3423
9										-.2204	.5765	-.1450
10											-.2381	.4617
11												.0660
12												
13												
14												
15												
17												
18												

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TABLE 1

Inter-Correlation Matrix

Kindergarten

Variable	13	14	15	16	17	18
1	.0238	.2600	.0236	.4285	-.2000	.4285
2	.1554	.3891	.3029	.1428	.3714	.3714
3	.0019	.4899	.3064	.8285	-.2000	.4571
4	.1285	.4202	.1837	.3714	.6571	.6000
5	.1149	.6676	.1503	.2000	-.5428	-.2000
6	.3750	.5119	.0630	-.6000	-.8751	-.4285
7	-.0479	.1234	.0787	-.3714	-.1428	-.2000
8	-.2240	.7953	.1515	-.3714	-.1428	-.2000
9	.4611	-.2704	-.12.19	xx	xx	xx
10	-.1249	.4237	.0929	xx	xx	xx
11	.4474	-.1984	-.0153	xx	xx	xx
12	-.0810	.3353	.2244	xx	xx	xx
13		-.0910	.0165	xx	xx	xx
14			-.0142	xx	xx	xx
15				.1428	.2000	.3714
16					xx	xx
17						.9428
18						

XX variables not studies.

TABLE 1 (Continued)

First Grade Variables Studies in Fiscal Year 1975-1976

Variable	Variable Name
1	TOBE (Level L) Math
2	TOBE (Level L) Science
3	October 75 MAT (Primer) Reading
4	October 75 MAT (Primer) Math
5	April 76 MAT (Primer) Reading
6	April 76 MAT (Primer) Math
7	SWCEL Vocabulary
8	SWCEL Pronunciation
9	SWCEL Structure
10	SWCEL Total
11	Teacher's Assessment of Choctaw Language Ability
12	Teacher's Assessment of English Language Ability
13	Aide's Assessment of Choctaw Language Ability
14	Aide's Assessment of English Language Ability
15	Self Concept
16	Choctaw Reading
17	Aide's Skill Level
18	Teacher's ESL Teaching Skill Level
19	Teacher's Bilingual Implementation Level

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1		-.2137	.4237	.4536	.5114	.4246	.3370	.3314	.4448	.4661	-.1095	.3627
2			-.0097	-.0632	-.2087	.0425	-.1998	-.0908	-.0585	-.0787	-.2160	-.1196
3				.6525	.4597	.4043	.4254	.4357	.4459	.4780	-.1888	.4114
4					.3959	.5790	.3976	.4250	.4294	.4587	-.0586	.3989
5						.3522	.4235	.2818	.4467	.4598	-.2247	.3260
6							.4531	.3080	.2224	.2631	.0030	.2537
7								.7085	.5109	.5927	-.2467	.4729
8									.5845	.6705	-.2050	.3744
9										.9924	-.5896	.4767
10											-.5676	.5009
11												-.2150
12												
13												
14												
15												
16												
17												
18												
19												

TABLE 2

Inter-correlation Matrix

1st Grade

Variable	13	14	15	16	17	18	19
1	.1764	.1219	.2842	.2603	.4857	.7714	.7142
2	.0448	-.1771	-.1251	-.2898	-.6000	-.6000	-.4285
3	-.1429	.3166	.1645	.3736	-.4571	.9428	.8285
4	-.1479	.3166	.1645	.3736	-.4285	.8857	.7142
5	-.1906	.0613	-.0603	.2763	-.5428	.9428	.8285
6	.1366	.1045	.2260	.3607	-.6000	.4285	.2857
7	-.2593	.1988	.1061	.5074	-.4285	.8857	.3142
8	-.3386	.3519	.0473	-.4367	.2571	.3142	.1714
9	-.4968	.3652	.1039	.3053	-.2571	.6571	.4285
10	.7067	.3662	.0983	.3646	-.1428	.6000	.3142
11	-.2229	-.3407	-.1907	.1916	xx	xx	xx
12		.4989	.1751	.3339	xx	xx	xx
13		-.2288	-.1538	.1753	xx	xx	xx
14			.2288	.1951	xx	xx	xx
15				.1223	.3412	.0857	.0285
16					.4857	-.1428	-.1142
17						xx	xx
18							xx
19							

xx variables not studies

TABLE 2 (continued)
Inter-Correlation Matrix
1st Grade

Second Grade Variables Studies in FY 75-76

Variables	Variable Name
1	October 75 MAT (Primary I) Reading
2	October 75 MAT (Primary I) Math
3	April 76 MAT (Primary) Reading
4	April 76 MAT (Primary) Math
5	SWCEL Vocabulary
6	SWCEL Pronunciation
7	SWCEL Structure
8	SWCEL Total
9	Self Concept
10	Teacher's ESL Teaching Skill Level

Variables	1	2	3	4	5	6	7	8	9	10
1		.4627	.5926	.1397	.4663	.3823	.3354	.3813	.2432	-.7714
2			.7338	.7446	.3635	.2995	.6462	.6526	-.0850	-.9428
3				.6294	.5189	.4382	.6194	.6689	.0713	-.7142
4					.2002	.0980	.5098	.5048	-.2289	-.7714
5						.5361	.4716	.5739	.0185	-.4142
6							.4155	.5273	-.0838	.0000
7								.9839	-.0658	-.8285
8									-.0698	-.8285
9										-.1428
10										

TABLE 3
Inter-Correlation Matrix
Grade 2

Third Grade Variables Studies in FY 75-76

Variable	Variable Name
1	October 75 MAT (Primary II) Reading
2	October 75 MAT (Primary II) Math
3	April 76 MAT (Primary II) Reading
4	April 76 MAT (Primary II) Math
5	SWCEL Vocabulary
6	SWCEL Pronunciation
7	SWCEL Structure
8	SWCEL Total
9	Self Concept
10	Teacher's ESL Skill Level

Variable	1	2	3	4	5	6	7	8	9	10
1		.4053	.4872	.5337	.1575	.1007	.2861	.2770	.1006	-.4285
2			.4641	.6357	.2881	.1521	.4370	.4458	.1267	-.4571
3				.6737	.4326	.3564	.4811	.4986	-.0428	-.7714
4					.2320	.0462	.2868	.3002	.1328	-.4285
5						.7522	.6517	.7095	.1084	.3714
6							.5967	.6559	.0711	.4857
7								.9853	.0415	-.2285
8									.0568	.2000
9										.3142
10										

TABLE 4
Inter-Correlation Matrix
Grade 3

B. Self Concept

The following table presents the by-grade means for the self concept measure administered during FY 75-76. These means will serve as baseline data for the evaluation of future progress in the affective domain.

Grade	$\bar{X}$	s	n
K	25.07	4.6573	70
1	26.23	4.0888	72
2	26.94	5.0392	59
3	27.64	4.8130	89

3. Regregression Analysis

As the BECOM Project is developing the instruments for evaluation and likewise attempting to determine the most efficient procedures for achieving its goals, a regression analysis was accomplished determining the variables which most significantly predict particulary pupil outcomes. Regressions analysis (with April 76, MAT Reading, as the criterion variable) was accomplished using the SPSS Regression program at the University of Texas. This analysis was completed under the direction of Dr. Paul Liberty, BECOM Evaluation Consultant.

The following is the results of the predictions made by that statistical operation.

Kindergarten

Table K-1 is a list of the variables entered.
Table K-2 is a listing of the means and Standard Deviations of the predictor and criterion variables. As the regression program operates with data in terms of pair-wise determination of missing data, the n for the sample includes only those subjects which have no missing data.
Table K-3 is a listing of the correlation coefficients of the predictors and criterion variables.

a. The highest correlation of any variable with the criterion (April 76, MAT Readiness) is Variable 003, TOBE Science (Level K).
b. Other high correlations with the criterion are Variable 008 (.628), Variable 002 (.672) and Variable 017 (.567). These variables are SWCEL, Vocabulary, TOBE Math (Level K) and BLDT (English), respectively.
c. Other variables that are positively correlated with the criterion are: SWCEL Pronunciation, SWCEL Total, Teacher Assessment: English, Aide Assessment: Englis and Self Concept.
d. The SWCEL Structure Score is not related to the Criterion.
e. Teacher Assessment: Choctaw and Aide Assessment: Choctaw are negatively correlated to the Criterion.

This data indicated that the child's facility of English plays a major role in achievement on the MAT Readiness Test.

Table K-4 presents the best predicators of MAT April 76 Readiness.
The 5-variable predictor set that gives the best prediction are presented in this table. The proportion of variance accounted for is 79.1% (R Square). The multiple correlation coefficient is .889 (Multiple R). The reason that Choctaw Dominance enters in is that the pupils with Choctaw dominance generally perform poorer on the measure, and thus the negative correlation given above becomes a crucial factor.

First Grade:

For list of variables see Table K-1.

Table 1-2 presents the listing of the means and Standard Deviations of the predictor and criterion variables. As with the K data, pair-wise missing data selection was accomplished.

Table 1-3 is a listing of the correlation coefficients of the predictors and criterion variables.

a. The highest correlation of any variable with the criterion (April 76 MAT, Reading) is Variable 010 (SWCEL: Structure).

b. Other high correlations with the criterion are: Variable 011 (SWCEL: Total), Variable 013 (Teacher Assessment: English) and Variable 007 (April MAT, Math). Since MAT Math is also an achievement test, this correlation is not too surprising.

c. SWCEL Pronunciation is not related to the MAT Reading.

Table 1-4 presents the best predictors of April 76 MAT (Primer) Reading.

The four-variable best predictor set is interesting, for it more dramatically presents the interrelationship of English Language Proficiency with English reading achievement. The TOBE test obviously contain some reading - related emphasis, perhaps in the area of readiness. One of the TOBE tests showed up as a predictor in Kindergarten and another in first grade. The SWCEL seems to be a complete battery in itself. The use of the subtests provide better predictions than the total test, however.

Second Grade:

For a list of the variables, See Table K-1.

Table II-2 presents the listing of the means and Standard Deviations of the predictor and criterion variables. (Again pair-wise, missing data was accounted for).

Table II-3 presents the correlation coefficients for the predictor and criterion variables.

a. The highest correlation of any variable and the criterion variable is Variable 007 (April 76 MAT [Primary i] Math); not surprising since both are achievement tests.

b. Other high correlations with the criterion are: 011 (SWCEL: Total), 010 (SWCEL: Structure), and 008 (SWCEL: Vocabulary).

c. Variables 014 (Aide's Assessment: Choctaw) and 012 (Teacher's Assessment: Choctaw) are negative correlated to the criterion variable.

Table II-4 presents the best predictors of April 76 MAT (Primary I) Reading.

The SWCEL Total is the best predictor, accounting for 42.9% of the variance. Table II-3 shows that the SWCEL Structure (VAR 010) correlated. .611 with the reading criterion while SWCEL Total (VAR 011) correlated .655.

Third Grade:

For a list of the variable means, see Table K-1.

Table III-2 lists the means and Standard Deviations of the predictor and criterion variables. Pair-wise determination of missing data is reflected in the n size.

Table III-3 presents the correlation coefficients for the predictor and criterion variables.

a. The highest correlation of any variable and the criterion is Variable 007 (April 76 MAT, Math). Not surprising since it is a subtest of a battery of which the criterion is also a subtest.

b. Other high correlations with the criterion are: VAR 011 (SWCEL: Total), VAR 010 (SWCEL: Structure) and VAR 008 (SWCEL: Vocabulary).

c. Negative correlation between VAR 012 (Teacher's Assessment: Choctaw), VAR 014 (Aide's Assessment: Choctaw) and the criterion is reported.

Table III-4 presents the best predictors of April 76 MAT (Primary II, Reading).

Had the MAT math test not been in the predictor set, the SWCEL: Total, would have been the best predictor.

These results indicate:

1. The results make a case that the SWCEL test is important in the determination of student achievement in English reading.
2. The higher the teacher and aide ratings of a child in Choctaw, the lower the predicted English reading achievement.
3. Self concept is only correlated with English reading achievement at grade K. Furthermore, the results indicate that the higher the teacher's English assessment of a child's English ability, the higher the self concept. This seems to indicate that the teachers are conveying to children that the teachers approve of children speaking English in the classroom and reward those children who speak English. Thus, those children who either do not speak English or speak it poorly are not receiving the necessary psychological reward to create a positive self concept. They are, in fact, being (covertly) told that speaking Choctaw or being Choctaw is not acceptable behavior. Teachers are placing a high value on English speaking and this value system is being transferred to children.

TABLE K-1

Variable Names

Variable	Variable Name
001	Grade
002	TOBE Math (Level K or L, as appropriate)
003	TOBE Science (Level K or L, as appropriate)
004	October 75, MAT Reading (Readiness in Kindergarten)
005	October 75, MAT Math
006	April 76, MAT Reading (Readiness in Kindergarten) CRITERION VARIABLE
007	April 76, MAT Matj
008	SWCEL Vocabulary
009	SWCEL Pronunciation
010	SWCEL Structure
011	SWCEL Total
012	Teacher Assessment: Choctaw
013	Teacher Assessment: English
014	Aide Assessment Choctaw
015	Aide Assessment: English
016	Language Dominance: Choctaw
017	Language Dominance: English
018	Self Concept

TABLE K-2

Means and Standard Deviations of Predictor and Criterion Variables

Variable	Mean	Standard Deviation	Cases	
002	15.25	4.0719	32	
003	14.84	4.6219	32	
004	not entered in K			
005	not entered in K			
006	54.96	16.4385	32	* Criterion Variable
007	not entered in K			
008	14.78	5.2038	32	
009	22.42	4.0183	32	
010	35.28	106.6360	32	
011	53.73	24.6236	32	
012	3.31	.8590	32	
013	2.03	1.0313	32	
014	3.56	.8400	32	
015	2.21	.7925	32	
016	37.21	7.9706	32	
017	21.06	7.441	32	
018	25.12	4.0620	32	

TABLE K-3

Correlations Coefficients: Predictors and Criterion

Predictor Variables	Correlation with Criterion
002	.6728
003	.6915
004	not entered in K
005	not entered in K
006	Criterion Variable
007	not entered in K
008	.6281
009	.4807
010	.0020
011	.4578
012	-.3762
013	.4301
014	-.2065
015	.4685
016	.2767
017	.5670
018	.2145

TABLE K-4

Best Predictors of April 76 MAT Readiness

Step	Variable	Multiple R	R Square	R-Square Increment
1	003	.692	.478	.478
2	008	.792	.627	.149
3	014	.835	.698	.071
4	002	.868	.754	.056
5	016	.889	.791	.0537

TABLE I-2

Means and Standard Deviations of Predictor and Criterion Variables

Variables	Mean	Standard Deviation	Cases	
002	17.91	4.9350	37	
003	7.51	3.4691	37	
004	not entered in 1st Grade			
005	not entered in 1st grade			
006	31.05	5.2065	37*	Criterion Variable
007	37.72	12.7162	37	
008	18.67	3.3421	37	
009	24.66	2.9299	37	
010	31.45	24.0746	37	
011	74.98	27.4481	37	
012	3.67	.5299	37	
013	2.56	.9292	37	
014	3.94	.2292	37	
015	2.21	.8542	37	
016	not entered in 1st Grade			
017	not entered in 1st Grade			
018	25.56	4.6995	37	

TABLE I-3

Correlation Coefficient: Predictor and Criterion Variables

Variable	Correlation with Criterion
002	.5850
003	-.1953
004	not entered in Grade 1
005	not entered in Grade 1
006	Criterion Variable
007	.4420
008	.4352
009	.1259
010	.6109
011	.5981
012	-.1445
013	.5217
014	.04906
015	.1846
016	not entered in Grade 1
017	not entered in Grade 1
018	-.0228

TABLE I-4

Best Predictors of April 76 MAT (Primer) Reading

Step	Variable	Multiple R	R Square	R-Square Increment
1	010	.6109	.3733	.3733
2	002	.6944	.4822	.1089
3	009	.7277	.5296	.0474
4	008	.7552	.5703	.0407

TABLE II-2

Means and Standard Deviations of Criterion and Predictor Variables

Variable	Mean	Standard Deviation	Cases
002	not entered in 2nd Grade		
003	not entered in 2nd Grade		
004	not entered in 2nd Grade		
005	not entered in 2nd Grade		
006	39.35	8.7510	53* Criterion Variable
007	44.03	12.6991	53
008	20.73	2.1497	53
009	26.93	2.5924	53
010	42.07	26.1241	53
011	90.02	29.1241	53
012	3.58	.9289	53
013	3.41	.7188	53
014	3.60	92.69	53
015	2.83	.9351	53
016	not entered in Grade 2		
017	not entered in Grade 2		
018	27.32	4.9721	53

TABLE II-3

Correlation Coefficient: Predictor Variables and Criterion Variable

Variable	Correlation with Criterion
002	not entered in 2nd Grade
003	not entered in 2nd Grade
004	not entered in 2nd Grade
005	not entered in 2nd Grade
006	Criterion variable
007	.6418
008	.3896
009	.3884
010	.6112
011	.6550
012	-.3125
013	.3733
014	-.3472
015	-.0300
016	not entered in 2nd Grade
017	not entered in 2nd Grade
018	.04239

TABLE II-4

Best Predictors: April 76 MAT (Primary I) Reading

Step	Variable	Multiple R	R Square	R Square Increment
1	011	.6550	.4291	.4291
2	007	.7392	.5464	.1172
3	010	.7742	.6002	.0538
4	013	.8033	.6453	.0450
5	015	.8211	.6742	.0289

TABLE III-2

Means and Standard Deviations of Predictor and Criterion Variables

Variable	Mean	Standard Deviation	Cases
002	not entered in 3rd Grade		
003	not entered in 3rd Grade		
004	not entered in 3rd Grade		
005	not entered in 3rd Grade		
006	48.11	8.2415	47* Criterion Variable
007	54.69	9.4213	78
008	21.46	2.1301	78
009	27.52	2.3308	78
010	64.33	33.8669	78
011	113.99	35.8669	78
012	3.58	1.1216	78
013	3.37	.7578	78
014	3.57	.8454	78
015	3.05	.9421	78
016	not entered in 3rd Grade		
017	not entered in 3rd Grade		
018	27.65	4.9355	78

TABLE III-3

Correlation Coefficient: Predictor Variables with Criterion Variable

Variable	Correlation with Criterion
002	not entered in Grade 3
003	not entered in Grade 3
004	not entered in Grade 3
005	not entered in Grade 3
006	Criterion Variable
007	.6711
008	.4526
009	.3352
010	.4985
011	.5129
012	-.2968
013	.2009
014	-.1215
016	not entered in Grade 3
017	not entered in Grade 3
018	-.0532

TABLE III-4

Best Predictors: April 76 MAT (Primary II) Reading

Step	Variable	Multiple R	R Square	R Square Increment
1	007	.6711	.4504	.4504
2	011	.7500	.5625	.1120
3	013	.7774	.6045	.0419
4	012	.7889	.6224	.0179
5	014	.8045	.6473	.0248

APPENDIX E

Evaluation Instruments Utilized by BECOM

Language Dominance:

1. BECOM Developed BECOM Language Dominance Test. Copy submitted in Interim Report, January 1976.
2. Teacher Aide Language Assessment Scale, BECOM Developed, Copy submitted in Interim Report, January, 1976.

Oral English Proficiency:

1. SWCEL Test of Oral English Proficiency, Southwest Educational Laboratory, Albuquerque, NM.

Academic Achievement:

1. Metropolitan Achievement Test, Readiness, Primer, Primary I and Primary II batteries.
2. Test of Basic Experiences. Choctaw Translation of Math and Science Subtests at Levels K and L.
3. Choctaw Reading Inventory (Level 1). Diagnostic Reading Inventory in Choctaw (Under development by BECOM staff)

Self Concept

1. Self Concept Scale, BECOM adaptation of IOX instrument. Copy attached.

Today we are going to take a different kind of test.
It is different because there are no right or wrong answers.
The most important thing is to answer how you really truely feel and not how you think somebody wants you to feel.
Look at the front of your paper.
The first thing we are going to do is to learn how to make the right kind of marks.
Look at the faces on the paper.
Each face has a mark on it.
When you mark your sheets you must make your marks look like this one.
Look at the first box on your paper.
This box has two faces in it.
One face is happy and the other face is sad.
Now I am going to read you a question. If you think the answer is yes for you, then put a mark on the happy face.
If you think the answer is no for you, then put a mark on the sad face.
Be sure that you mark only one of the faces.
Remember, the most important thing is to answer how you feel not how you think someone wants you to feel.

1. Is your teacher interested in the things you do at home?
2. When you are trying to do your schoolwork, do the other children bother you?
3. Does your teacher like you?
4. Do other children get you into trouble?
5. Do you like being at school?
6. Would you be happier if you didn't have to go to school?
7. Does it bother you because your teacher doesn't give you enough time to finish your work?
8. Are the grown-ups at school friendly toward the children.
9. Do you like to read?
10. When you don't understand something, are you usually afraid to ask your teacher a question?
11. Are the other children in your class friendly toward you?
12. Are you scared to go to the office at school?
13. Do you like to draw pictures at school?
14. Do you like to listen to stories?
15. Is school fun?
16. Does your teacher like to help you with your work when you need help?
17. Do you like doing arithmetic problems at school?
18. Are the rooms in your school nice?
19. Do you like to learn about science?
20. Do you like to sing songs with your class?
21. Does your school have too many rules?
22. Do you usually do what other children want to do instead of what you want to do?
23. Do you like the other children in your class?
24. Would you like to be somewhere other than school right now?
25. Does your teacher like some children better than others?

26. Do other people at school really care about you?
27. Does your teacher yell at the children too much?
28. Do you like to come to school every day?
29. Does your teacher get mad too much?
30. Do you feel lonely at school?
31. Do you have your own group of friends at school?
32. Do your classmates listen to what you say?
33. Do you like to learn about other people?
34. Do you wish you could stay home from school a lot?
35. Is school boring?
36. Are there a lot of things to do at school?
37. Do nice things happen at your school every year?
38. Do you get upset if you cannot answer a question?
39. Do you like to play only when you are the leader?
40. Do most of the children in your class like you?
41. Are you a good person?
42. Do you make mistakes most of the time when you try to do something?
43. Can you only do your work if someone helps you?
44. Do you feel good about yourself most of the time?
45. Are you good in your school work?

Himak nittak ano test ɨlahǫ okla ilišačɨh.

Patǫ ɨla anopa falamat ałpisa kiyokmat ikałpisot ikšo hatokǫ.

Čišnaš nanahoš ałpisa čimahwahkmat mihčiho, na kana ɨlahoš anokfillino kiyoh.

Čɨholisso ammonama pisah.

Tɨkbakano nanihčihoš ałpisat łafačačɨka okla ilikhanačih.

Holisso hašɨšima našok holba tobama hopisah.

Našoka ayoka łąfayat takąlih.

Čɨholisso išłąfakmat yappakǫ išhobačačikih.

Čɨholissoma holba toba tikbama pisah.

Boxpat našoka holba toba toklohoš takǫhlih.

Našoka ačaffakat yoppakma ačaffakat nokowah.

Atokkiya na hačɨponaklolačɨh. Anopa falamat "a" čimahwakmat našoka yoppamakǫ łąfih.

Anopa falamat "kiyo" čimahwakmat našoka nokowamakǫ łąfih.

Našoka ačaffa illahǫ išłąfačikih.

Ikhanaho, čišnaš nanahǫ išanokfillikmaš mihči, na kana ɨlat anokfillino kiyoh.

1. Holisso čimabačiat nana čįčokka išmihčikat išimanolikma ačikmahnihǫ?
2. Holisso tǫksali mihčičinaš išąttakma alla įlakat čiyataklamahǫ?
3. Holisso čimabačiat čiyačokmahnihǫ?
4. Alla įlakat na ikačokmo čifokki bikayǫ?
5. Holisso apisa attakat išačokmahnihǫ?
6. Įšat čimačokma hįlahǫ holisso apisa čikiyo kačįtokmat?
7. Čiyataklamahǫ holisso čimabačiat čįholisso toksali čiktahlo kįšahǫ issa čimačikma?
8. Holisso apisapą assano ałihat alla įkanahǫ?
9. Holisso ittimanopolikat išačokmahnihǫ?
10. Na ačokmat čikikhanokmat holisso čimabači išįpanakločįkat činokšopahǫ?
11. Alla įla holisso išittiba pisyat okla čįkanahǫ?
12. Office išiyačįkat činokšopahǫ?
13. Holba toba ikbikat išačokmahnihǫ?
14. Holisso itimanopli haklokat išačokmahnihǫ?
15. Holisso apisayat ayačokmahǫ?
16. Apila činakma holisso čimabačiat čiyapilakat ačokmahnihǫ?
17. Holisso hołtina mihčikat išačokmahnihǫ?
18. Čįholisso apisa abohayat ayačokmahǫ?
19. Nana kanihmihoš tǫksaliką ikhanakat išačokmahnihǫ?
20. Holisso čibapisa ittiba talowakat išačokmahnihǫ?
21. Anopa alpisayat lawakat atapahǫ?
22. Na mihčičinnakaš išmihčihǫ čo alla įlayaš na mihči bannakma išmičih?
23. Alla įla holisso išittiba pisakat išačokmahnihǫ?
24. Himak fihnaką holisso apisa čikątohoš naksika ąttačinnahǫ?
25. Holisso čimabačiat alla kanimika ačokmahnikat alla įlaką įšalihčihǫ?
26. Kana įla holisso apisa mayat okla čiyačokmahnihǫ?
27. Holisso čimabačiat alla otahpalakat atapahǫ?

28. Nittak ayokaką holisso apisa mitikat išačokmahnihǫ?
29. Holisso čimabačiat nokowakat atapahǫ?
30. Holisso apisayą čišnak bano čimahwabiką?
31. Alla išittįkanat hašlokǫliyǫ?
32. Holisso hašittibapisayat išnanokakma okla haklohǫ?
33. Kana įla immaką ikhanakat išačokmahnihǫ?
34. Čokka ątalitok aliča holisso apisa akiyokma ačokma hįla išahni biką?
35. Holisso apisayat ayayǫba kiyohǫ?
36. Holisso apisapą naląwa mihča hįlakat ąšahǫ?
37. Holisso apisapą afammi tokałiyą na ačokmayat yohmiyǫ?
38. Išhašaya hįlahǫ nana čįponaklokma nanit išanola hikiyokmat?
39. Tįkba išhikiya makillakmaš wašoha činahlahǫ?
40. Alla holisso išittibapisayat okla čiyačokmahnihǫ?
41. Alla ačokma čiyahǫ?
42. Nana mihči činnakmat čįtiballi tokałłihǫ?
43. Kanat čiyapila makillakmako ištǫksala hįlahǫ?
44. Išiliyaćokmani tokałli čohmihǫ?
45. Holisso apisayą nana mihčikat čįponnahǫ?

APPENDIX F

Item Analysis of SWCEL Results

November, 1975

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MISSISSIPPI BAND OF CHOCTAW INDIANS
Bilingual Education for Choctaws of Mississippi

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M E M O R A N D U M

TO: All ESL Teachers, Grades K-3

FROM: Charles Gillon, ESL Specialist

DATE: April 8, 1976

SUBJECT: Item Analysis of Structures Tested in the SWCEL Test of Oral English

In November of this school year the SWCEL Test of Oral English Production was administered to all students in grades K-3. After scoring, an item analysis by grade of the language structure section of the test (Test Items 27-83) was carried out. The purpose of the item analysis was to find out exactly which English structures presented the greatest difficulty for children in each grade. In order to determine this, each test item was ranked from "most incorrect" to "least incorrect". This was done for all tests in each grade. The end result is a list of structures for each grade with the most difficult structure at the top of the list and the least difficult at the bottom. The structures tested included the various question forms (Who, What, Where, Do/Does, etc.), use of tenses, subject-verb agreement, pluralization, pronoun usage, preposition, adjectives, and possessives.

The following page lists the structural items by number in the order in which they were most frequently missed. For example, for all kindergarten children, the structure most often missed or produced incorrectly was #51. The second most difficult structure was #67. The structure most often produced correctly was #72, at the bottom of the list.

To determine the structure to which each numbered item refers, turn to the listing of structures tested. You will find that item #51 consists of "What" questions with "does". Next to the description of the item are examples of the structure in sentences - "What does he have?" and "What does she want?" (Notice that the structure described is underlined in the example sentences.) The example sentences are not included for the purpose of teaching them in an ESL lesson, although they maybe. They are included only to illustrate the structural description.

It is hoped that the enclosed listing of structural items will help to:

1) Utilize the CORE materials more effectively by allowing teachers to anticipate difficult structures beforehand while planning less time for items already mastered.

2) Plan extra practice and review lessons for difficult structures.

3) Devise writing exercises to reinforce difficult structures. (This is suggested only for those grades where English writing is already being done.)

The last page is an explanation of some of the grammatical terms used to describe structures tested in the SWCEL. Those who have been away for awhile from the terminology of English grammar may find it helpful.

SWCEL Test of Oral English Proficiency:

Structure Items in Order of Greatest Number Missed

	Kindergarten	1st Grade	2nd Grade	3rd Grade
	Item #	Item #	Item #	Item #
1.	51	60	60	47
2.	67	51	58	60
3.	48	67	55	55
4.	55	55	51	48
5.	60	58	75	51
6.	41	40	40	33
7.	75	48	67	58
8.	47	81	41	67
9.	40	47	81	49
10.	45	41	27	66
11.	58	45	48	46
12.	81	75	76	75
13.	76	33	68	76
14.	46	76	34	40
15.	64	34	47	41
16.	71	46	33	81
17.	32	27	46	39
18.	33	68	61	27
19.	66	50	49	34
20.	34	35	66	45
21.	62	61	45	68
22.	27	62	62	32
23.	43	71	71	50
24.	49	66	35	64
25.	35	39	50	65
26.	39	36	32	35
27.	42	49	39	36
28.	57	65	64	59
29.	61	44	57	69
30.	68	64	63	62
31.	80	32	30	80

	Kindergarten	1st Grade	2nd Grade	3rd Grade
	Item #	Item #	Item #	Item #
32.	50	43	36	44
33.	63	56	65	71
34.	36	57	59	61
35.	54	29	28	63
36.	78	54	52	79
37.	44	28	56	37
38.	70	80	37	43
39.	82	37	54	31
40.	56	82	80	54
41.	29	69	44	56
42.	65	70	79	57
43.	83	78	31	78
44.	30	30	69	28
45.	69	42	70	30
46.	73	52	78	82
47.	77	59	82	52
48.	28	79	83	74
49.	59	63	38	29
50.	37	38	29	83
51.	31	31	43	38
52.	79	74	42	42
53.	74	77	74	70
54.	52	83	77	73
55.	38	73	73	77
56.	53	72	72	72
57.	72	53	53	53

Structures Tested in SWCEL By Item Number

Item Number	Structures	Example
27	Negative transitive sentences with 3rd person, singular subject	He doesn't have a ball. Mary doesn't like corn.
28	Verb "have" with 3rd person, singular subject	He has a ball. She has the book.
29	Present Progressive Tense + object	She is rolling the ball.
30	Verb "want" with 1st person, singular subject	I want the cow.
31	Verb "have" with 1st person, singular subject	I have a dog.
32	Prepositions "behind" and "in back of"	It's behind the cow. It's in back of the cow.
33	prepositions "in front of"	The pig is in front of the cow.
34	Prepositions "by", "beside", "next to", "near"	It's by the cow. He's near the wall. The pencil is next to the box. It's beside the door.
35	Prepositions "under", "below"	It's under your hand. The rock is below the water.
36	Prepositions "on top of", "on", "above"	It's on top of the table. The picture is above the door. It's on the box.
37	Transitive verb in Future Tense	I'll take the box.
38	Transitive verb + demonstrative	I want this one. He likes that book.
39	Transitive verb in Past Tense + indirect object	I gave you the book. He sent it to you.
40	"what" questions with "do"	What do you have? What do they need?
41	"Do" questions	Do you have a marble?
42	Past Tense of "to be" + preposition	They were in the box. It was on the chair.

Item Number	Structures	Example
43	"That" or "It" + Present Tense of "to be"	That's a green marble. It's a dog.
44 a.	Predicate Adjective	My marble is blue.
b.	Adjectives of color + noun	It's a blue marble.
45 a.	"Which one" questions	Which one do you want?
b.	"Do" question + "or"	Do you want this one or that one?
46	Transitive verb in Past Tense	You took the marble. John wrote his name.
47	Short answer response with "do"	Yes, I do. No, I don't.
48	"Who" questions	Who is he?
49	Short answer responses with "does"	Yes, he does. No, he doesn't.
50	Future with "will" and "going to"	He will write the sentence. I'm going to sing.
51	"What" questions with "does"	What does he have? What does she want?
52	Verb "have" with 3rd person, singular subject + object	He has a box.
53	Predicate adjective	The box is little. He is tall.
54	Present Progressive Tense	He's looking at the car.
55	"Does" questions	Does he have kittens?
56	Transitive verb + plural object	I see some kittens. He brought some toys.
57	"Can" + verb	I can carry it.
58	"What" questions in Present Tense + "to be"	What is he?
59	Predicate Nominative	He's a fireman. You're a teacher.
60	"Where" questions	Where is he?
61	Possessive Pronouns "his", "her", "hers"	That's her book. It's hers.

Item Number	Structures	Example
62	Transitive sentence with numeral	He has two books. She brought four pencils.
63	Negative of verb "to be" + 3rd person, singular subject. Short responses.	No, he isn't. No, she's not.
64	Double adjective	He's a big, red dog.
65	Locative preposition.	They are at school. He is on the sidewalk.
66	Possessive with proper noun	It's Tony's lunch.
67	"Am/Is/Are" questions	Is it hot? Are you sick?
68	Negative + "any"	He doesn't have any. They don't want any.
69	A count noun + a mass noun	That's a bowl of soup. It's a box of chalk.
70	Verb "like". Optional infinitive. First person, singular subject.	I like ice cream. I like to eat ice cream.
71	"What" question + "do"	What do you like?
72	Present Tense of "to be" + 1st person, singular subject. Short response.	(Who is going?) I am. Me.
73	Present Progressive Tense with plural subject.	We are clapping. They are laughing.
74	Plural noun	I have rings.
75	"How many" questions	How many fingers do you have?
76	"What" questions with Present Progressive Tense	What are you doing? What is she looking at?
77	"Can" short response.	Yes, I can. No, I can't.
78	Short response with "will"	Yes, I will. No, he won't.
79	Possessive pronoun "my" and "mine"	It's my hand. It's mine.
80	Possessive pronouns "your", "yours"	It's your coat. It's yours.

Number	Structures	Example
81	"Where" questions in Present Tense + "to be"	Where are you standing? Where is he going?
82	Negative of verb "to be" with 2nd person, singular subject. short response.	No, you're not. No, you aren't.
83	Present Progressive Tense	I am standing. She is looking at the picture.

Explanation and Examples of

Grammatical Terms Used in SWCEL Test

1. Transitive Verb - a Verb which requires a receiver of the action, i.e. a direct object.

   e.g. He lifted the hammer.
   They took the book.

2. Intransitive Verb - a verb which does not require a receiver either because it shows no action, or the action is limited to the subject.

   e.g. He is a good man.
   She walks quickly.

3. Present Progressive Tense - indicates action occurring now. Formed by the present tense of the verb "to be" and the present participle of a verb.

   e.g. I am running.
   They are buying the ticket

4. Simple Present or Habitual Tense - indicates action which occurs all the time or at intervals.

   e.g. He sings well.
   We eat breakfast every morning.

5. Demonstrative Adjectives - point out a particular noun or noun phrase. They include "this", "that", "these", and "those".

   e.g. Those books are mine.
   He likes that house.

6. Demonstrative Pronouns - demonstratives functioning as nouns.

   e.g. This is my house.
   These are John's books.

7. Indirect Object - used with a transitive verb which has a direct object. It usually tells to whom or for whom the direct object is intended.

   e.g. We have him the cup.
   He wrote Mary a letter.

8. Predicate Adjective - an adjective used as a subjective or objective complement.

   e.g. His fever is high. (subjective comp.)
   They found him asleep. (Objective comp.)

9. Predicate Nominative - a noun or pronoun used to complete the predicate and refer to the subject.

   e.g. They are businessmen.
   Washington was Commander-in-chief.

10. Possessive Pronouns - pronouns used to indicate ownership or possession. These include "my", "mine", "your", "yours", "her", "hers", etc.

    e.g. That's her coat.
    It's hers.

11. Count Noun - the most common type of noun. It denotes only one object in the singular and more than one in the plural. It ordinarily forms its plural by adding "s" or "es".

    e.g. dog, pencil, tree, animal, ball

12. Mass Noun or Uncountable Noun - indicates a "mass" or quantity of matter or an aggregation of things united in one body. It cannot ordinarily take "s" or "es" to form its plural.

    e.g. (any liquid) water, ink, oil, etc. sand, butter, furniture, flour, (any metal or mineral) lead, copper, iron, etc., cardboard, leather, money.

APPENDIX G

Parental Attitude Toward Education Survey

School Administrators Attitude Toward
Bilingual Education Survey

Parental Questionnaire

Item	Response		
	Agree	Disagree	No Response
1. I expect my child to go to school.	157	1	3
2. Parents and the school must work together to help the child in school matters.	152	7	2
3. The schools do a good job in working with the parents.	95	55	11
4. I would like to see children taught in Choctaw in the schools.	132	18	11
5. Too much play goes on in the schools today.	64	68	29
6. Most teachers teach because they are concerned about the children.	90	56	15
7. Teaching some subjects in Choctaw in the schools makes it harder for the child to learn English.	58	94	9
8. Teachers are more interested in themselves than in the children.	70	80	11
9. Our schools should teach more about the history of the Choctaws	140	16	5
10. I would like to be more involved in my child's school	149	6	6
11. If a child reads English poorly, it is because the teacher cannot teach reading.	70	82	9
12. My child does not understand much of what the teachers say in school	77	76	8
13. Teaching my child in Choctaw helps him understand and learn	135	16	10
14. Visiting my child at school is worth my time	146	8	7
15. What is going to happen to us will happen, so it doesn't matter how much education we have.	22	131	8
16. Many children would be better off if they left school after the 8th grade	5	151	5

Item	Agree	Disagree	No Respons
17. Teachers should meet with the parents more often	151	4	6
18. I feel welcome in my child's school	137	18	6
19. Having the children go to school in the summer is asking too much of them	51	102	8
20. Most schools do not let the parents know what is going on in the schools	100	55	6
21. I would like to have my child's teacher visit my home	142	14	5
22. I would like to be able to read Choctaw	144	11	6
23. I want my child to be able to read and write Choctaw	146	10	5
24. My child needs to learn to speak, read and write good English	157	0	4
25. I want to help decide how my child is educated	150	6	5

A. Do you have any of the following in your home?

TV 152 Radio 150 Record Player 119

B. Can you read the Choctaw Bible? yes 77 no 84

C. Can you write Choctaw? yes 23 no 138

D. What percent of the time does your family speak Choctaw in your home?

less than 10% 7 (4.3%) 25% 1 (.6%) 50% 26 (16.2%)

75% 14 (8.7%) 90% 37 (22.9%) 100% 76 (47.3%)

E. Did you go to elementary school in Choctaw schools? yes 131 no 30

SCHOOL PERSONNEL SURVEY

Please mark only one answer for each question.

1. What is your assignment on your campus?
   a. Teacher (grades K or 1 or both) 9 (11.0%)
   b. Teacher (grades 2 or 3 or both) 7 (8.5%)
   c. Teacher (Both grades 1 and 2) 2 (2.4%)
   d. Aide 22 (26.8%)
   e. Principal 7 (8.5%)
   f. other 34 (41.5%)

2. Are you bilingual?
   a. yes 33 (40.2%)
   b. no 49 (59.8%)

3. How many years have you worked in education?
   a. 0-2 19 (23.3%)
   b. 3-4 14 (17.1%)
   c. 5-6 18 (22.0%)
   d. 7-9 6 (7.3%)
   e. 10 or more 25 (30.5%)

4. How many years have you worked in Choctaw education?
   a. 0-2 38 (46.3%)
   b. 3-4 15 (18.4%)
   c. 5-6 9 (11.0%)
   d. 7-9 8 (9.7%)
   e. 10 or more 10 (12.2%)
   Blank 2 (2.4%)

5. How would you characterize your attitude toward the Bilingual Education Program?
   a. extremely favorable 11 (13.4%)
   b. favorable 42 (51.2%)
   c. undecided or neutral 24 (29.3%)
   d. unfavorable 2 (2.4%)
   e. extremely unfavorable 3 (3.7%)

6. Do you consider most Choctaw children in your class/school to be-
   a. English dominant 1 (1.2%)
   b. Choctaw dominant 34 (41.5%)
   c. Bilingual 27 (32.9%)
   d. Limited in English 4 (4.9%)
   e. Limited in Choctaw 2 (2.4%)
   f. Limited in both English and Choctaw 10 (12.2%)
   g. don't know 3 (3.7%)
   Blank 1 (1.2%)

7. Do you consider the Choctaw spoken by the children in your class/school to be-
   a. Standard 27 (32.9%)
   b. sub-standard 5 (6.1%)
   c. adequate 16 (19.5%)
   d. inadequate 9 (11.0%)
   e. don't know 24 (29.3%)
   Blank 1 (1.2%)

8. Do you consider the English spoken by Choctaw Children in your class/school to be-
   a. standard 7 (8.5%)
   c. adequate 38 (46.3%)
   e. don't know 10 (12.2%)
   b. sub-standard 13 (15.9%)
   d. inadequate 14 (17.1%)

9. Should Choctaw children be taught in Choctaw before being taught in English?
   a. yes 23 (28.0%)
   b. no 17 (20.7%)
   c. both languages 30 (36.6%)
   d. all kindergarten instruction in Choctaw 4 (4.9%)
   e. don't know 8 (8.9%)

10. The amount of hours per day for Choctaw instruction should be-
   a. one hour 20 (25.6%)
   b. two hours 10 (12.2%)
   c. three hours 4 (4.9%)
   d. half day 12 (14.6%)
   e. none 5 (6.1%)
   f. don't know 22 (26.8%)
   blank 8 (9.8%)

11. The best way to implement a bilingual education program is through which of the following organizational patterns?
   a. self-contained 18 (22.0%)
   b. resource teacher 8 (9.8%)
   c. team teaching 23 (28.0%)
   d. departmentalized 5 (6.1%)
   e. don't know 20 (24.4%)
   blank 8 (9.8%)

12. Do you consider methods for teaching ESL (English as a Second Language) essential in working with children in a bilingual education program?
   a. yes 46 (56.1%)
   b. no 11 (13.4 %)
   c. don't know 20 (24.4%)
   blank 5 (6.1%)

13. As a teacher in a bilingual education program I need to know how to teach Choctaw reading?
   a. yes 52 (63.4 %)
   b. no 13 (15.9%)
   c. don't know 9 (11.0%)
   blank 8 (9.8%)

14. Is determining language dominance or English language proficiency essential before grouping children for language instruction?
   a. yes 49 (59.8%)
   b. no 13 (15.9%)
   c. don't know 17 (20.7%)
   blank 3 (3.7%)

15. From an educational point of view, should monolingual English speaking children be included in a bilingual program and taught in Choctaw and English?
   a. yes 33 (40.2 %)
   b. no 26 (31.7%)
   c. don't know 17 (20.7%)
   blank 6 (7.3%)

16. Should Choctaw dominant children receive oral language development in their dominant language?
   a. yes 54 (65.9%)
   b. no 10 (12.2%)
   c. don't know 16 (19.5%)
   blank 2 (2.4%)

17. Should Choctaw children learn to read their native language?
    a. yes 70 (85.4%)
    b. no 3 (3.7%)
    c. don't know 7 (8.5%)
    blank 2 (2.4%)

18. Should children who have had one year of bilingual education and have acquired English and Choctaw competency, continue a bilingual program?
    a. yes 46 (56.1%)
    b. no 17 (20.7%)
    c. don't know 17 (20.7%)
    blank 2 ((2.4%)

19. The attitude and opinion of parents and community members is of how much importance in developing a school program?
    a. high importance 48 (58.4%)
    b. moderate importance 12 (14.6%)
    c. little importance 7 (8.5%)
    d. no importance 2 (2.4%)
    e. don't know 10 (12.2%)
    blank 3 (3.7%)

20. What do you feel the parents' attitude toward the bilingual program is?
    a. entheusastic and supportative 1 (1.2%)
    b. favorable 18 (22.0%)
    c. indifferent 34 (41.5%)
    d. unfavorable 10 (12.2%)
    e. poor 4 (4.9%)
    blank 3 (3.7%)

21. As a teacher in a bilingual education program I need to know what types of Choctaw tests/instruments I am going to administer to evaluate the children in the program.
    a. yes 63 (82.9%)
    b. no 3 (3.7%)
    c. don't know 6 (7.3%)
    blank 5 (6.1%)

22. Do you feel that the tests you are using in your classroom are appropriate for evaluating the skills of Choctaw dominant children?
    a. yes 8 (9.8%)
    b. no 41 (50.0%)
    c. don't know 28 (34.1%)
    blank 5 (6.1%)

23. Do you consider the ability to speak two languages an asset?
    a. yes 66 (80.5%)
    b. no 6 (7.3%)
    c. don't know 6 (7.3%)
    blank 4 (4.9%)

24. Do you feel that the materials that you are presently using are appropriate for a bilingual classroom?
    a. yes 32 (39.0%)
    b. no 17 (20.7%)
    c. don't know 25 (30.5%)
    blank 8 (9.8%)

25. In your opinion, how would you characterize the English reading ability of Choctaw children you have taught?
    a. extremely below grade level 11 (13.4%)
    b. below grade level 46 (56.1%)
    c. at grade level 13 (15.9%)
    d. above grade level 0 (0.0%)
    e. extremely above grade level 0 (0.0%)
    blank 12 (14.6%)

26. In your opinion, how would you characterize the math ability of the Choctaw children you have taught?

a. extremely below grade level	9 (11.0%)
b. below grade level	40 (48.8%)
c. at grade level	22 (26.8%)
d. above grade level	0 (0.0%)
e. extremely above grade level	0 (0.0%)
blank	11 (13.4%)

27. In your opinion, what is the overall attitude of Choctaw children toward school?

a. extremely favorable	19 (23.3%)
b. favorable	47 (57.3%)
c. undecided or neutral	11 (13.4%)
d. unfavorable	4 (4.9%)
e. extremely unfavorable	1 (1.2%)

28. In your opinion, how well do Choctaw children get along with each other in school?

a. get along fine	73 (89.0%)
b. do not get along	4 (4.9%)
blank	5 (6.1%)

29. In your opinion, do Choctaw dominant children cause more discipline problems than non-Choctaw dominant children?

a. yes	6 (7.3%)
b. no	68 (82.9%)
blank	8 (9.8%)

30. In your opinion, do Choctaw children display good study habits at school?

a. yes	24 (29.3%)
b. no	46 (56.1%)
blank	12 (14.6%)

31. In your opinion, do Choctaw children generally avtively participate in classroom discussions?

a. yes	49 (59.8%)
b. no	27 (32.9%)
blank	6 (7.3%)

32. How do you feel about having Choctaw aides teaching certain subjects in your school/class?

a. extremely favorable	35 (42.7%)
b. favorable	31 (37.8%)
c. undecided or neutral	3 (3.7%)
d. unfavorable	3 (3.7%)
e. extremely unfavorable	4 (4.9%)
blank	6 (7.3%)

Table 1

Results of Analysis of Variance[1]

Variable 1: Position
Teachers vs. Aides vs. Administrators

Variables	Grand Mean	(N=18) Teacher's Mean Scores (A)	(N=22) Aides Mean Scores (B)	(N=41) Administrators Mean Scores (C)	P-Value	Descending Order of Groups
1	-				-	(Classification variable
2	1.59	1.78	1.18	1.73	.001***	A-C-B
3	3.02	3.44	1.95	3.41	.001***	A-C-B
4	2.18	2.56	1.76	2.23	.21	A-C-B
5	1.35	1.33	1.27	1.39	.99	C-A-B
6	3.19	2.72	3.86	3.05	.19	B-C-A
7	3.00	2.67	3.14	3.08	.99	B-C-A
8	3.09	3.06	3.50	2.88	.11	B-A-C
9	2.48	2.83	2.73	2.20	.72	A-B-C
10	3.47	2.59	3.70	3.75	.13	C-B-A
11	3.01	2.67	3.35	3.00	.26	B-C-A
12	1.66	1.53	1.90	1.59	.24	B-C-A
13	1.42	1.50	1.33	1.43	.99	A-C-B
14	1.60	1.44	2.18	1.34	.007***	B-A-C
15	1.79	1.82	2.05	1.62	.097*	B-A-C
16	1.52	1.56	1.75	1.39	.14	B-A-C
17	1.22	1.11	1.33	1.20	.99	B-C-A
18	1.63	2.06	1.48	1.53	.16	A-C-B
19	1.88	1.67	2.95	1.41	.001***	B-A-C
20	2.94	2.85	3.18	2.86	.99	B-C-A
21	1.19	1.11	1.30	1.18	.99	B-C-A
22	2.26	2.00	2.33	2.34	.18	C-B-A
23	1.23	1.11	1.53	1.15	.12	B-C-A
24	1.90	1.87	1.75	2.00	.99	C-A-B

Table 1 (Continued)

Variables	Grand Mean	(N=18) Teacher's Mean Scores (A)	(N=22) Aides Mean Scores (B)	(N=41) Administrators Mean Scores (C)	P-Value	Descending Order of Groups
25	2.01	2.13	2.24	1.86	.14	B-A-C
26	2.19	2.41	2.21	2.06	.09*	A-B-C
27	1.98	2.00	2.00	1.95	.99	A-B-C
28	1.10	1.18	1.00	1.13	.99	A-C-B
29	1.92	1.88	1.85	1.97	.19	C-A-B
30	1.65	1.67	1.33	1.81	.09*	C-A-B
31	1.35	1.13	1.18	1.53	.01***	C-B-A
32	1.77	1.89	1.68	1.76	.99	A-C-B

*** = .01

** = .05

* = .10

[1]Variables correspond to question numbers on attached Administrators' Survey

Table 2

Results of ANOVAR[1]

Variable 2

"Are you Bilingual? Yes or No.

Variable	Grand Mean	(N=33) Mean Score (A) BILINGUAL	(N=49) Mean Score (B) NON-BILINGUAL	P-Value	Which Group Higher?
1	2.28	2.21	2.33	.99	B-A
2	-			-	Classification Variable
3	3.05	2.42	3.47	.004***	B-A
4	2.21	1.97	2.37	.30	B-A
5	1.35	1.24	1.43	.15	B-A
6	3.17	3.22	3.14	.99	A-B
7	2.98	2.79	3.10	.31	B-A
8	3.09	3.21	3.00	.99	A-B
9	2.48	2.45	2.49	.99	B-A
10	3.49	3.43	3.52	.99	B-A
11	3.01	2.94	3.07	.99	B-A
12	1.66	1.88	1.51	.06*	A-B
13	1.42	1.34	1.48	.99	B-A
14	1.59	1.87	1.42	.002*	A-B
15	1.79	1.71	1.84	.99	B-A
16	1.53	1.58	1.49	.28	A-B
17	1.22	1.25	1.19	.02*	A-B
18	1.64	1.28	1.88	.02**	B-A
19	1.91	2.45	1.56	.99	A-B
20	2.97	2.96	2.97	.27	B-A
21	1.19	1.13	1.24	.99	B-A
22	2.26	2.23	2.29	.99	B-A
23	1.23	1.20	1.25	.20	B-A
24	1.91	1.74	2.02	.27	B-A

Table 2 (Continued)

Variable	Grand Mean	(N=33) Mean Score (A)	(N=49) Mean Score (B)	P-Value	Which Group Higher?
25	2.03	2.19	1.93	.004***	A-B
26	2.18	2.29	2.12	.99	A-B
27	2.00	2.00	2.00	.99	A=B
28	1.10	1.00	1.17	.20	B-A
29	1.92	1.93	1.91	.17	A-B
30	1.66	1.30	1.88	.001***	B-A
31	1.35	1.13	1.51	.003***	B-A
32	1.82	1.48	2.02	.04**	B-A

*** = .01

** = .05

* = .10

[1]Variables correspond to question numbers on attached Administrators' Survey

Table 3

Results of Analysis of Variance[1]

Variable 5:

ATTITUDE TOWARD BILINGUAL EDUCATION

Variables	Grand Mean	Favorable Group Mean Score (N=53) (A) (a and b responses)	Unfavorable Group Mean Score (N=29) (B) (c,d,e responses)	P-Value	Which Group Higher?
1	2.28	2.25	2.36	.40	B-A
2	1.60	1.53	1.72	.15	B-A
3	3.05	3.21	2.76	.13	A-B
4	2.21	2.51	1.69	.005***	A-B
5	-			-	Classification Variable
6	3.17	3.08	3.34	.20	B-A
7	2.98	2.98	2.97	.99	A-B
8	3.09	3.09	3.07	.99	A-B
9	2.48	2.38	2.66	.13	B-A
10	3.49	3.69	3.11	.24	A-B
11	3.01	2.84	3.38	.99	B-A
12	1.66	1.42	2.11	.001***	B-A
13	1.42	1.22	1.80	.004***	B-A
14	1.59	1.52	1.74	.26	B-A
15	1.79	1.67	2.00	.10*	B-A
16	1.53	1.44	1.68	.08*	B-A
17	1.21	1.04	1.52	.002***	B-A
18	1.64	1.52	1.86	.02**	B-A
19	1.91	1.96	1.81	.99	A-B
20	2.97	2.80	3.23	.05**	B-A
21	1.19	1.14	1.31	.25	B-A
22	2.26	2.27	2.24	.99	A-B

Table 3 (Continued)

Variables	Grand Mean	Favorable Group Mean Score (N=) (A)	Unfavorable Group Mean Score (N=) (B)	P-Value	Which Group Higher
23	1.23	1.21	1.27	.99	B-A
24	1.91	1.84	2.04	.99	B-A
25	2.03	2.11	1.88	.04**	A-B
26	2.18	2.20	2.16	.99	A-B
27	2.00	1.83	2.31	.10*	B-A
28	1.10	1.06	1.19	.99	B-A
29	1.92	1.96	1.85	.01***	A-B
30	1.66	1.56	1.84	.15	B-A
31	1.36	1.30	1.46	.23	B-A
32	1.82	1.60	2.29	.02**	B-A

*** = .01

** = .05

* = .10

[1]Variables correspond to question numbers on attached Administrators' Survey

APPENDIX H

Report on MSU Teacher Training Students

BILINGUAL EDUCATION PROJECT
Department of Elementary and Secondary Education
Mississippi State University

Phone: (601) 325-8124
or
325-8126

P.O. Drawer LL
Mississippi State, MS
39762

May 18, 1976

Mr. Ken York, Director
BECOM
Rt. 7, Box 21
Philadelphia, MS 39350

Dear Ken:

Attached to this letter is the end-of-semester report on the progress of the students on the bilingual program, with tables and copies of the students' final grades. As you can see, the number of students in the program is being gradually reduced. The major problem this causes us is that the bilingual education classes may not have enough students to make, which would leave those students still in the program without the necessary courses.

If you need more information, please let us know.

Sincerely,

Nora

Nora C. England, Linguist
Bilingual Education Project

NE/paw

Enclosures

cc: Chief Calvin Isaac
Hayward Bell
Russell Baker
Bob Posey
Jimmy Lee Gibson

Report on Bilingual Students' Performance

Spring Semester, 1976

Before reporting on the progress of individual students, a few points regarding University regulations need to be reviewed.

1) Quality Point Averages (QPA's) are misleading when evaluating new students at Mississippi State University because of the University's "Forgiveness" of the first 12 hours of F's policy.

2) A student is placed on probation when he accumulates a quality point deficiency of 15 or more quality points. (A quality point deficiency means a student has less quality points than required for a "C" average.)

3) A student becomes an academic failure with a quality point deficiency of 30 or more quality points. The first time he is a failure he may be readmitted immediately; the second time he must stay out one semester (or a summer session of two 5-week terms).

4) A student who is a failure three times or whose quality point deficiency is 45 or more is an academic dismissal and will not be readmitted except upon recommendation of the Admissions Committee to the Academic Council and then only after remaining out of the University one calendar year.

5) A transfer student will be placed in the position he would have attained had he been enrolled in residence, except that quality points in excess of a "C" average earned at other institutions cannot be used to offset deficiencies at Mississippi State University.

6) In order to receive a degree in Education a student must have an overall QPA of 2.00 and a 2.50 QPA in his major.

The attached tables review the academic progress of the students. They should be self-explanatory.

Comments about individual students:

Eddie Gibson did not do as well as expected, and certainly not as well as he can. He was placed on academic probation when he entered the University in Fall '74, with 19 deficiency points. He reduced this to 10 points in Fall '75, but has added 3 more points this semester. He will probably have to spend several extra semesters here to remove the deficiency points, and is very reluctant to do so. He should be encouraged to stay because he certainly has ability. He does not like being here and has not put in as much effort as he needs to to get rid of his deficiency points.

Roy Wade Jim has done much better this semester than he did in the fall. He has no deficiencies and is improving his study skills. He should be encouraged to remain on the program; one thing which might affect his willingness to remain is his separation from his wife, who works in Oklahoma.

Deborah Martin withdrew from the University due to an injury.

Patricia Martin has done worse this semester than last and is now on probation. She apparently attends almost none of her classes. Given her performance so far, it seems as if she would continue to fail courses until dismissed by the University.

Virgil Sam has accumulated enough deficiency points to be classified as a failure. Although he can still enroll in the University without waiting out a semester, his performance so far does not lead to a good prediction for the future. It is difficult to determine the causes for his consistent failure.

Pamela Smith is doing extremely well, and has consistently done so. She is clearly the top student in the bilingual program and has excellent chances of succeeding well in the future.

Donna Williams has done very poorly this semester, and has accumulated deficiency points for the first time. She is very capable, but had poor attendance and poor attention this semester, possibly due to personal problems. Her children were ill a lot this winter and this was the first time that Sammy was also in school, which may have affected her performance. It is possible that she would do better working as an aide or in the BECOM office taking the on-site program. Her language ability is exceptional and she should be encouraged to continue in some capacity.

Table 1

I. [illegible]ingual Program	Final G.P.A.	Spring 1976 Absences *	Mid-Term G.P.A.	Spring 1976 Absences *
Gibson, Eddie	1.66	6.33	2.75	2.33
Jim, Roy Wade	2.25	5.50	2.75	2.40
Martin, Patricia	0.00	23.67	1.75	4.83
Sam, Virgil	.50	6.75	1.25	3.60
Smith, Pamela	2.50	2.25	2.75	.40
Williams, Donna	.75	13.00	1.75	3.80
II. On-Campus Program				
Allen, Freeman	1.00	7.25	.75	5.50
Jim, Barry	1.94	7.29	2.00	1.00
Leslie, DeLaura Henry	2.75	2.75	2.75	1.40
Lewis, Edmond	3.00	1.50	3.00	.60
Morris, Josephine	2.20	2.00	2.50	1.16
Solomon, Catherine	1.50	10.20	1.00	4.75
Steve, Fidelis	0.00	24.75	.50	11.75
Tubby, Doyle	1.70	12.60	1.58	5.00
Williams, Sammy	0.00	22.25	.50	8.40
York, Jake	2.75	4.88	1.75	1.50

* Average number of reported absences per class

Table 2

I. Bilingual Program

Name	Hours with D or Better Grade		Average Reported Absences		Q.P.A. Deficiencies (Final)	Q.P.A Cumulative (Final)
	Final	Mid-Term	Final	Mid-Term		
Gibson, Eddie	9	15	6.33	2.33	13	1.89
Jim, Roy Wade	12	15	5.50	2.40	0	2.30
Martin, Patricia	0	3	23.67	4.83	18(Probation)	.50
Sam, Virgil	6	6	6.75	3.60	39(Failure)	1.00
Smith, Pamela	12	15	2.25	.40	0	2.52
Williams, Donna	3	9	13.00	3.80	6	1.93

II. On-Campus Program

Allen, Freeman	9	6	7.25	5.50	12	2.29
Jim, Barry	17	11	7.29	1.00	0	2.60
Leslie, DeLaura Henry	12	15	2.75	1.40	0	2.16
Lewis, Edmond	18	18	1.50	.60	0	2.32
Morris, Josephine	15	12	2.00	1.16	0	2.43
Solomon, Catherine	4	7	10.20	4.75	16(Probation)	1.51
Steve, Fidelis	0	3	24.75	11.75	0	0.00

Name	Hours with D or Better Grade		Average Reported Absences		Q.P.A. Deficiencies (Final)	Q.P.A Cumulative (Final)
	Final	Mid-Term	Final	Mid-Term		
Tubby, Doyle	7	10	12.60	5.00	45(Dismissal)	1.79
Williams, Sammy	0	6	22.25	8.40	0	2.15
York, Jake	8	8	4.88	1.50	20(Probation)	1.85

Table 3

Progress Report on Individual Bilingual Students

Student	Semester	Hours Attempted	Hours Passed	Semester Q.P.A.	M.S.U. Q.P.A.	Cumulative Q.P.A.
Gibson, Eddie	Spring '76	12	9	1.66	1.93	1.89
	Fall '75	12	12	2.00	2.00	1.91
	Sum.'75	6	6	4.00	2.36	2.01
	Spring '75	15	15	2.00	2.00	1.90
	Fall '74	12	9	1.75	1.75	1.75
Jim, Roy Wade	Spring '76	15	12	2.25	2.24	2.30
	Fall '75	13	4	1.14	2.23	2.30
	Sum. '75	6	6	3.50	3.50	2.39
Martin, Patricia	Spring '76	12	0	0.00	.50	.50
	Fall '75	12	3	2.00	2.00	2.00
Sam, Virgil	Spring'76	12	6	.50	1.00	1.00
	Fall '75	12	0	0.00	1.22	1.22
	Sum. '75	6	6	4.00	1.83	1.83
	Spring '75	12	6	.75	.75	.75
	Fall '74	12	0	0.00	0.00	0.00
Smith, Pamela	Spring '76	12	12	2.50	2.52	2.52
	Fall '75	9	9	2.66	2.52	2.52
	Sum. '75	12	12	3.50	2.37	2.37
	Spring '75	9	9	2.00	2.10	2.10
	Fall '74	15	15	2.00	2.14	2.14
Williams, Donna	Spring '76	12	3	.75	1.86	1.93
	Fall '75	15	12	2.00	2.27	2.22
	Sum. '75	6	6	4.00	2.42	2.28
	Spring '75	15	6	2.00	1.80	1.96
	Fall '74	12	9	1.66	1.66	1.96

Table 4

Bilingual Students, Courses taken Spring Semester 1976, and Progress in Courses after Mid-Term

Students and Courses	Grade Stayed Same as Mid-Term	Grade Came Up after Mid-Term	Grade Went Down After Mid-Term
Gibson, Eddie			
Intro Anthropology	X		
Special Problem			B to C
Teaching Children's Lit.			B to C
Public School Music			C to U
Jim, Roy Wade			
Teaching Children's Lit			B to C
Psychology of Adolescent			B to C
Public School Music			C to WU
Special Problem		C to B	
Art for Children			B to C
Martin, Patricia			
Special Problem	X		
Psychology of Adolescent	X		
Physical Science Survey	X		
Intro Anthropology			D to F
Sam, Virgil			
Intro Anthropology	X		
Special Problem			B to D
American Civilization			C to D
Math for Teachers I	X		
Smith, Pamela			
Modern World Civilization	X		
Art for Children			A to B
Special Problem	X		
Survey Earth Science I	X		
Williams, Donna			
Intro Anthropology			D to Incomplete
Special Problem		C to B	
Elementary School Arithmetic			B to Incomplete
Modern World Civilization	X		

Table 5

On-Campus Students, Courses Taken Spring Semester, 1976
and Progress in Courses after Mid-Term

Students and Courses	Grade Stayed Same as Mid-Term	Grade Came Up After Mid-Term	Grade Went Down After Mid-Term
Allen, Freeman			
Accounting Principles I			C to U
Office Management		F to D	
Phil. of Vocational Business Education	X		
Principles of Ed. Psy.		F to D	
Jim, Barry			
Intro. Physical Education	X		
Teaching Rhythms			B to C
Teaching Gym & Tumbling			C to D
Basketball/Football Officiating	X		
TR INS First Aid Safety		F to D	
Phy. Education in the Elementary School			B to C
Marriage and Family		F to C	
Leslie, DeLaura			
Home Furnishing and Dec.	X		
Freehand Drawing I		D to C	
Special Problem	X		
Art Elem/Sec. School	X		
Lewis, Edmond			
Dir. Teaching in Elementary School	X		
Principles of Teaching in Elementary School	X		
Meth. Early Childhood	X		
Audio-Visual Methods	X		
Child Development	X		
Morris, Josephine			
Intro Early Childhood	X		
Psy & Ed. of Exception Children		F to C	
Science and Public Health	X		
Theories of Pers.	X		
Psych. of Ab. Behavior			B to C
Solomon, Catherine			
Accounting I	X		
Typewriting Intermediate	X		
Filing & Records Management	X		
Modern World Civilization			D to U

Students and Courses	Grade Stayed Same as Mid-Term	Grade Came Up After Mid-Term	Grade Went Down After Mid-Term
Steve, Fidelia			
Math	X		
Intro to Physical Education	X		
Health Education	X		
American Government			C to U
Tubby, Doyle			
Science of Public Health		D to C	
Teaching Golf & Bowling			A to C
Psy of Coaching	X		
American Government			D to F
Williams, Sammy			
Human Growth and Development			D to F
Psych. of Adolescent			D to F
Mississippi History	X		
Elementary Micro	X		
York, Jake			
Oral Communications	X		
Individual and Family Nutrition	X		
Coaching Football	X		
American Government	X		

BILINGUAL EDUCATION PROJECT
Department of Elementary and Secondary Education
Mississippi State University

Phone: (601) 325-5124
or
325-5126

P.O. Drawer LL
Mississippi State, MS
39762

January 5, 1976

Mr. Ken York, Director
BECOM
Route 7, Box 21
Philadelphia, MS 39350

Dear Ken:

Attached to this letter is the end-of-semester report on the progress of the students on the bilingual program. Attached to the narrative report are tables and copies of the students' final grades.

My recommendation to you and the School Board is that you examine the information about each student carefully before making a decision to remove a student from the program. For example, it might be that if Virgil Sam would agree to go to the Learning Skills Center on a regular basis this next semester he would learn how to become more successful academically.

If you need additional information, let me know.

Sincerely,

Carolyn

Carolyn Reeves
Co-Director
Bilingual Education Project

CR/paw

Enclosures

cc: Calvin Issac, Chief
Hayward Bell, Chairman, Choctaw Board of Education
Russell Baker, Planner, Choctaw Board of Education
Bob Posey, Director, Higher Education

BILINGUAL EDUCATION PROJECT
Department of Elementary and Secondary Education
Mississippi State University

Phone: (601) 325-5124
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P.O. Drawer LL
Mississippi State, MS
39762

January 5, 1976

REPORT ON BILINGUAL STUDENTS' PERFORMANCE,
FALL SEMESTER, 1975

The first part of this report is concerned with the performance of the bilingual students as a group. They attempted a total of 97 hours and passed a total of 58 hours. The group's average QPA for the semester was 1.78, which is equivalent to a D+ for the group as a whole. Only four people (Eddie, Virgil, Deborah, and Donna) out of the 11 who originally began the program remain in school.

Before reporting on the progress of individual students, a few points regarding University regulations need to be made.

(1) Quality Point Averages (QPA's) are misleading when evaluating new students at Mississippi State University because of the University's "forgiveness" of the first 12 hours of F's policy. (For example, Patricia's semester QPA was 2.00, although she successfully completed only 3 hours out of 12 hours, as compared to Eddie's semester QPA of 2.00, which is based on successful completion of 12 hours.)

(2) A student is placed on probation when he cumulates a quality point deficiency of 15 or more quality points.

(3) A student becomes an academic failure when he cumulates a quality point deficiency of 30 or more quality points. He must remain out of the University for one semester.

(4) A transfer student will be placed in the position he would have attained had he been enrolled in residence, except that quality

Southeastern Indian Design

points in excess of a "C" average earned at other institutions cannot be used to offset deficiencies at Mississippi State University.

(5) In order to receive a degree in Elementary Education here a student must have an overall QPA of 2.00 and a 2.50 QPA in Elementary Education.

The second part of this report is concerned with the academic performance of individual students. Table 1 compares the Final GPA and average number of reported absences per class with the Mid-Term GPA and average number of reported absences per class for each student. As you can see four students (Pamela, Deborah, Patricia, Donna) improved their GPA after mid-term, two students (Roy Wade,Virgil) lowered their GPA after mid-term, and two students (Janice,Eddie) kept the same GPA they had at mid-term.

Table 2 shows the number of hours with a D or better grade at Mid-Term and at the end of the semester, the average number of reported absences per class at mid-term and at the end of the semester. As you can see all bilingual students, with the exception of Pamela, increased the average number of class absences after mid-term.

Table 3 shows the progress of individual students since the inception of the bilingual teacher training program. When looking at this table, keep in mind that QPA's are misleading for new students.

Table 4 lists the students and the courses they took, showing the courses they received the same grade as they had at mid-term,

the courses in which the grades went up after mid-term, and the courses in which the grades went down after mid-term. This table provides more information than the tables showing only GPA or QPA.

Comments about individual students are as follows:

Virgil Sam did not complete a single course successfully. It is difficult to determine the cause or causes of Virgil's lack of academic success. His attendance was good. Virgil's performance has not improved much since last Fall Semester, 1974. His performance for the past three years is shown in Table 3. He was placed on probation at the end of the Spring Semester, 1975, and is still on probation with a quality point deficiency of 21 points. (When a student cumulates a quality of point deficiency of 30, he is considered an academic failure and must remain out of the University for one semester.) It might be that Virgil could do better at a Junior College.

Gwendolyn Thompson withdrew from the University in early December because of personal problems.

Eddie Lloyd Gibson was placed on academic probation when he entered the University last Fall, 1974, because of quality point deficiencies. This meant that Eddie would have to work very hard in order to reduce his deficiencies. He has made good progress, decreasing his quality point deficiency from 19 points last Fall Semester, 1974, to 10 points this Fall Semester, 1975. Eddie needs to make some A's and B's in order to remove the deficiency completely. He is definitely capable but needs a lot of encouragement.

Deborah Martin did not do as well this past semester as she did a year ago (Fall, 1974). A year ago she had attempted 12 hours and passed 12 hours with a semester QPA of 1.50, but this past semester she attempted 12 hours and passed only 6 hours. Because of the University's Forgiveness of F's policy the two F's she made were recorded as U's and were not included in computing her semester QPA, but the two courses in which she received U's are required courses and will have to be taken over. Her attendance was good. She is certainly capable of doing college work but appears to lack motivation.

Pamela Smith is doing extremely well. She seldom misses class and studies hard. She utilizes the tutoring services offered to her. She is highly motivated.

Donna Williams completed 12 hours out of an attempted 15 hours, but she received an F in one of the courses. She also received her fourth U (F) which means that any F's received from this point on will be included when computing her cumulative QPA. Her absences were not excessive, but she did have problems with sick children which kept her from concentrating fully on her classes.

Ina Mae Frazier withdrew from the University in early December because of personal problems.

Patricia Martin was a beginning Freshman this past semester. Since she has had no previous college work to indicate her potential for academic success we are not able to determine for certain whether she has the ability or not. I'm sure her large number of class

absences account partially for the three U's (F's that are forgiven) that she received. Unless she is willing to attend class, it appears that the time she spends here is wasted as far as academic progress is concerned. She might do better at a Junior College.

Roy Wade Jim transferred here from Southeastern State College in Durant, Oklahoma, where he had very good grades. He appeared to have some personal adjustment problems early in the fall semester, but most of these have been worked out I believe. By removing the "incomplete" in Elementary School Arithmetic, he can pull up his semester QPA. I'm sure he has the ability and should improve next semester now that he has had time to adjust to a new environment.

Janice Jimmie was a beginning Freshman this past semester. She has done extremely well for a beginning Freshman. She needs to decrease her class absences. She should be very successful in the remainder of her college work. Send us more students like her!

Table 1

I. Bilingual Program	Final Fall 1975 G.P.A.	Absenses**	Mid-Term, Fall, 1975 G.P.A.	Absences**
* Thompson, Gwendolyn	0.00	6.25	1.25	3.20
Smith, Pamela	2.66	50	2.00	.50
Sam, Virgil	0.00	1.75	.50	1.60
Martin, Deborah	2.00	2.50	.50	1.50
Jimmie, Janice	2.50	4.75	2.50	1.50
Jim, Roy	1.14	4.75	1.25	1.80
* Frazier, Ina	0.00	5.00	.50	1.75
Gibson, Eddie	2.00	2.75	2.00	.25
Martin, Patricia	2.00	8.00	1.00	5.00
Williams, Donna	2.00	4.25	1.50	2.40
II. On-Campus Program				
Thomas, Jesse	3.60	1.25		
Hickman, Norma	2.66	1.50	2.75	1.50
* Morris, Donna	0.00	4.50	1.00	1.50
Leslie, DeLaura Henry	2.40	4.75	2.00	1.50
Morris, Josephine	1.80	6.25	2.25	2.20
Henry, Dalton	3.60	0.00		
Smith, Roy	3.37	1.50	2.70	1.00
Allen, Freeman	0.00	8.00	1.71	6.00
Jimmie, Adolph	1.80	5.75	1.66	6.30
Lewis, Edmond	2.66	.50	2.66	-0-

* Students who withdrew from the University before the semester was over

** Average number of reported absences per class

Table 2

Bilingual Students, Fall Semester, 1975

I. Bilingual Program

Name	Hours with D or Better Grade		Average Reported Absenses		Q.P.A. Deficiencies (Final)	Q.P.A. Cumulative (Final)
	Final	Mid-Term	Final	Mid-Term		
Smith, Pamela	9	12	.50	.50	0	2.52
Sam, Virgil	0	3	1.75	1.60	21(Probation)	1.22
Martin, Deborah	6	6	2.50	1.50	0	2.23
Jimmie, Janice	12	12	4.75	1.50	0	3.00
Jim, Roy	6	6	3.80	1.80	0	2.30
Gibson, Eddie	12	12	2.75	.25	10	1.91
Martin, Patricia	3	6	8.00	5.00	0	2.00
Williams, Donna	9	9	3.40	2.40	0	2.22
* Thompson, Gwendolyn	0	12	6.25	3.20	15(Probation)	1.78
* Frazier, Ina	0	6	5.25	1.75	3	1.85

II. On-Campus Program

Thomas, Jesse	12	---	1.00	---	0	2.44
Hickman, Norma	18	18	1.00	1.00	0	2.59
* Morris, Donna	0	9	4.50	1.50	11	2.34
Leslie, DeLaura Henry	15	15	3.80	1.50	0	2.09
Morris, Josephine	15	15	5.00	2.20	3	2.46

Name	Hours with D or Better Grade		Average Reported Absenses		Q.P.A. Deficiencies (Final)	Q.P.A. Cumulative (Final)
	Final	Mid-Term	Final	Mid-Term		
Henry, Dalton	15	---	0.00	---	0	2.57
Smith, Roy	16	12	1.00	1.00	0	2.41
Jimmie, Adolph	15	9	4.60	6.30	3	2.44
Lewis, Edmond	9	9	.66 2/3	0.00	0	2.24
Allen, Freeman	0	6	8.00	6.00	11	2.34

* Students who withdrew from the University before the semester was over

Table 3

Progress Report on Individual Bilingual Students

Student	Semester	Hours Attempted	Hours Passed	Semester Q.P.A.	M.S.U. Q.P.A.	Cummulative Q.P.A.
Virgil Sam	Fall '74	12	0	0.00	0.00	0.00
	Sp. '75	12	6	.75	.75	.75
	Sum. '75	6	6	4.00	1.83	1.83
	Fall '75	12	0	0.00	1.22	1.22
Eddie Gibson	Fall '74	12	9	1.75	1.75	1.75
	Sp. '75	15	15	2.00	2.00	1.90
	Sum. '75	6	6	4.00	2.36	2.01
	Fall '75	12	12	2.00	2.00	1.91
Patricia Martin*	Fall '75	12	3	2.00	2.00	2.00
Roy Wade Jim*	Sum. '75	6	6	3.50	3.50	2.39
	Fall '75	13	4	1.14	2.23	2.30
Janice Jimmie*	Sum. '75	6	6	3.50	3.50	3.50
	Fall '75	12	12	2.50	3.00	3.00
Deborah Martin	Fall '74	12	12	1.50	1.50	2.16
	Sp. '75		(no data)			
	Sum. '75	6	6	3.50	3.50	2.43
	Fall '75	12	6	2.00	2.00	2.23
Pamela Smith	Fall '74	15	15	2.00	2.14	2.14
	Sp. '75	9	9	2.00	2.10	2.10
	Sum. '75	12	12	3.50	2.37	2.37
	Fall '75	9	9	2.66	2.52	2.52
Donna Williams	Fall '74	12	9	1.66	1.66	1.96
	Sp. '75	15	6	2.00	1.80	1.96
	Sum. '75	6	6	4.00	2.42	2.28
	Fall '75	15	12	2.00	2.27	2.22

* New bilingual students at Mississippi State University

Table 4

Bilingual Students, Courses taken Fall Semester 1975, and Progress in Courses after Mid-Term

Students and Courses	Grade Stayed Same as Mid-Term	Grade Came Up after Mid-Term	Grade Went Down After Mid-Term
1. Donna Williams			
Psych. of Adoles.		C to B	
others stayed same	X		
2. Virgil Sam			
Mak. Mod. World Civil.			C to F
others stayed same	X		
3. Deborah Martin			
Phys. Ed. in Elem. Sch.		F to B	
Human Growth and Develop.			D to F
Phys. Sci. Survey & Math for Teachers	X		
4. Pamela Smith			
Phys. Sci. Survey		D to C	
Intro. to Literature			B to C
Human Growth & Develop.		B to A	
5. Roy Wade Jim			
Reading Fund.	X		
Elem. Sch. Arithmetic			B to Inc.
Intro. to Geog.	X		
Math for Teachers	X		
Lab Exp.			B to C
6. Janice Jimmie			
Health Ed. & American Gov.	X		
Math for Teachers			B to C
American Civilization		C to B	
7. Patricia Martin			
American Government			C to U
American Civ., Health Ed. & Math for Teachers	X		
8. Eddie Gibson			
Sci. Pub. Health & Lang. Art	X		
Human Growth & Development			C to D
Psych. of Adoles.		C to B	

APPENDIX I

BECOM Course Outline

INTRODUCTION

The course outlines on the following pages are a distillation of the particular skills and competencies to be acquired through classroom instruction in the respective grades. They represent the basic subject matter areas of the Choctaw Bilingual Education Project. They are a guide for programming classroom activity and pupils who accomplish these goals will move to the next level with the skills necessary to excel academically.

These course outlines are being used as the guide for the development of curriculum materials under the direction of the Choctaw Bilingual Education Project. As that program is developmental, not all of the materials are presently available. In the future many will be developed by the Project staff while others are to be developed in the classroom. The net result is a comprehensive course of study well supported with materials, information, guidance, and training.

In use, by the teacher and aide, this outline should be thought of as a minimum which must be supported by the teacher's particular style and ability to innovate and develop instructional materials and school activities which accomplish the outline. Little or no time and depth of study limitations are shown in the outlines. Suggestions for time and depth and study are forthcoming, however, pupil interest and abilities are of upmost consideration. The teacher needs to weigh the pupil interest and abilities and the pupils level of accomplishment while setting operational implementation timelines. Two importance considerations are to be remembered: the pupils should want to learn and they should learn at least those things covered in this outline.

The Choctaw Bilingual Education Program will develop and implement an evaluation program designed to determine the pupil's growth and acquisition of the skills. This program will assist classroom personnel in determining the necessary amount and type of instruction to insure that children acquire the skills and competencies presented in this outline.

Bilingual Education for Choctaws of Mississippi
June 1976

CHOCTAW MATH

KINDERGARTEN

Concept of same or different
Grouping according to like characteristics
Grouping according to a given characteristics
Enumerating
Ordinals of 1 to 50
Cardinals of 1st through 10th
Reproducing numerals
Simple computations
Identification of colors
Extending concepts of size, shape, form and measurement
Representing numerousness by tallying
Representing numerousness graphically
Patterns
Describing movement from one point to another
Physically and/or pictorially representi movement from one point to another
Concept of time - clock and calendar
Concept of money and labels

GRADE 1

Describing and choosing shapes
Describing, representing and choosing two dimensional figures
Writing numberals for set (0-10)
Represent weight physically
Assigning arbitrary length and weight measurement
Describing, choosing and constructing paths
Describing locations
Assigning arbitrary capacity measurement
Stating and representing numbers 50-100
Reading sentences and solving simple word problems
Assigning distance measurements
Use of ten as a basic unit
Application of 1/2 and 1/4
Simple number patterns
Place Value
Choctaw numerating (duals and plurals)
Addition of 1 & 2 place numbers

GRADE 2

Describing shape or faces; folding to determine symmetry
Representing and stating fractional parts and names
Dividing into fractional parts
Representing grouping notation with grouped objects and pictures
Representing figures physically and pictorially (use of geoboard and geoshapes)
Stating number for sets (0-99)
Reading, writing and representing numbers (0-99)
Assigning standard capacity measurements
Sorting objects
Describing locations and placing objects
Making patterns
Writing compacts sums and differences
Assigning standard measurements of leng
Decimal numeration system
Telling time and independent use of cale
Introduction to multiplication; multipli cation properties of zero and one
Count by 2's to 40
Count by 5's to 40
Count by 10's to 990
Place value through hundreds
Metric measurement

CHOCTAW MATH

GRADE 3

Representing and describing movement
Representing common fractions
Representing area physically
Assigning standard weight measurement (ounces, pounds)
Describing fractions
Stating whether figures are symmetric
Describing numbers with expanded and compact notations (0-999)
Describing and classifying figures
Representing and construction figures
Choosing and representing fractions
Writing grouping sentences
Assigning standard english movement
Demonstrating how to solve sentences
Representing common fractions and mixed numbers
Constructing segments
Classifying statements
Representing duration
Two step problems
Graphs and charts
Basic multiplication facts
Division facts corresponding with multiplication facts
Reading and writing numbers to five places
Numeration systems (history)

CHOCTAW LANGUAGE ARTS

KINDERGARTEN

Listening to Choctaw music, songs and story books
Relating events and experiences
Using complete sentences
Presentation of Choctaw alphabet
Social listening
Listening for correct speech and word usage
Organizing ideas (e.g. experience charts)
Reading readiness
Writing readiness
Learning how to handle books

GRADE 1

Reading:

reading the syllable of a word
recognizing common Choctaw structures in words: e.g.:

sight vocabulary
informal reading of names
labels, signs. etc.

Create stories
Writing: forming letters, keeping size uniform

Simple punctuation
Organize ideas and impressions (books, experience charts on drawings, etc.)
Tell favorite stories
Listening for a purpose or for enjoyment
Write name and simple words in Choctaw
Take part in group discussion
Listen to Choctaw music, songs and story books
Relating events and experiences
Using complete sentences
Organizing ideas (e.g. experience charts)

GRADE 2

Write independently in Choctaw
Simple punctuation
Listening skills (for phonetics of a word as well as content of stories)
Reading silently and orally
Organizing ideas and impressions (sequence)
Correct speech habits

Develop work attack skills:

reading the syllables of a word
recognizing common Choctaw structures in words: e.g.:

sight vocabulary
informal reading of names, signs and labels

Refine writing of Choctaw alphabet
Compose of brief and simple letters
Listening to Choctaw music, songs and story books

CHOCTAW LANGUAGE ARTS

GRADE 2, Cont'd

Relating events and experience
Using complete sentences

GRADE 3

Silent reading in increasing amounts and difficulty
Write short original stories
Develop increased word attack skills
Refine writing of Choctaw Alphabet
Correct speech habits
Singular and plurals of nouns:
(animate and inanimate)

Reading prose aloud
Oral reporting of experiences with accuracy and sequence
Punctuation
Choctaw dictionary skills and alphabetizing
Learning to identify nouns, verbs, particles, etc.

SOCIAL STUDIES

KINDERGARTEN

Characteristics of Choctaw home and family
Role of Choctaw home and family
Role of family members
Relation of home to school
Location of home and school
(introduction of simple maps)
The school environment
(introduction to simple diagrams)
People in the community
(helpers and workers)
Children of other cultures
(location, food, clothing)
Choctaw social dances
Traditional Choctaw food and clothing
Choctaw folk tales, crafts, sports and games

Where things come from
How things change
Why things change
Meaning of holidays and special events
Choctaw Wedding
Birthdays
Choctaw Fair
Spring Carnivals
Saturday night house dances and music
Spring farming (first full moon)
Christmas
Easter
Mother's Day
Father's Day
Halloween
Memorial Day
Valentine's Day

GRADE 1

People in the community
(helpers and workers)
Holidays and special events
(see Kindergarten)
The home and community
Services of the community
Choctaw life - Historical
History of Choctaw Tribe
(Mississippi - Oklahoma)

Folk tales
Sports
Crafts
Games
Children of other cultures
(customs, food, location)
Constructing simple map of community
Traditional Choctaw food and clothing
Social Dances

GRADE 2

Choctaw life - historical
Introduction to Choctaw history
(1800 to 1976)
Historical sites
Choctaw - Nahollo contact
Choctaw religion
(historical and present)
Social dances
Folk tales and legends
Community services and helpers
(transportation and communication)
Holidays and special events
(see Kindergarten)
Crafts
Sports
Games
Introduction to community organization
Introduction to Tribal government
Bureau of Indian Affairs
Choctaw Community News
Introduction to agriculture
Children of other culture
(customs, food, location)
Introduction to map of United States

GRADE 3

Holidays and special events
(see Kindergarten)
Transportation and communication
Choctaw community News
Community organization
Tribal government
Choctaw - Nahollo contact
Choctaw history
(1800 to 1976)
Historical sites
Choctaw religion
(historical and present)
Bureau of Indian Affairs
Map reading
(local, historical, United States)
Agriculture and Choctaw life
Social dances and music
Folk tales and legends
Crafts
Sports
Games
Children of other cultures
(customs, food, location)

SCIENCE

KINDERGARTEN

Same or different
Colors
Common shapes (2 dimensional)
Time (concept of day and night)
Names of familiar animals
(domestic and wild)
- names of young
- habitats and food
Identifying characters of animals,
plants and minerals
Care of animals
Insects
Parts of the body
Senses (name and use)
Parts of a plant
Seeds
Watch-me-grow
Seasons
Names and physical characteristics of
weather
Sun, moon, and stars (observing)
Spatial relations
Shadows
Concept of measurement (weight and size)
Common tools

GRADE 1

Same or different
Geometric shapes
Introduction to telling time
Names of less familiar animals
- names of young
- habitats and food

Insects
Personal hygiene
Senses (names and use)
Plant growth and habitats
Living vs. non-living
Introduction to measuring devices (weight and size)
Size in perspective
Conservation of matter
Spatial relations
Levers and pulleys
Locations
Shadows
Introduction to maps
Introduction to the globe
Sun and moon in relation to earth
Weather and physical change
Concept of gravity
Temperature
Fire

GRADE 2

Geometric shapes
Telling time
Classification of animals
Life cycle of amphibians
Life cycle of butterflies
Where plants live
Plant reproduction
Life cycle of flowers
Introduction to ecology
Living vs. non-living
Personal hygiene
Properties of objects
Conservation of matter
Measurement devices
Magnets
Pendulums
Simple machines
Maps
The globe
Land forms
Gravity
Water cycle (rain, evaporation)
Phases of the moon
Simple constellations
Introduction to exploration of space
Invention

GRADE 3

Animal Habitats
Classification of animals
Animals in relation to man
Inter-relatedness of life
Ecology (urban vs. rural)
Molds
Weather and physical change
Clouds
Maps
The globe
Land forms
How the Earth changes
Rocks and minerals
Water cycle
Phases of the moon
Motion of the earth and its satellites in space
Geometric shapes
Properties of objects
Measurement (Metric)
Science instruments (telescope, microscope)
Cause and affect
Friction
Sources of energy
Heat
Light
Inventions (introduction to)

ENGLISH LANGUAGE ARTS

KINDERGARTEN

English as a Second Language Instruction (CORE I)
English Songs and Games
English Sounds
Oral English Language Experience

FIRST GRADE

English as a Second Language Instruction (CORE II)
English Songs and Games
English Vocabulary Building
Oral English Language Experience

SECOND GRADE

English as a Second Language Instruction (CORE III)
English Songs and Games
English Vocabulary Building
Choctaw - English Transfer Reading
English Spelling, Composition

THIRD GRADE

English as a Second Language Instruction (CORE IV)
English Vocabulary Building
English Spelling, Composition
English Reading
Oral English Language Experience, Public Speaking